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ABSTRACT

The second of a series of four, this research brief lists and indexes materials on State education legislation and activity by subject and State. The information was obtained from newsletters and bulletins on State legislation and from answers to questionnaires sent to State education agencies, legislative service agencies, teacher organizations, and school board associations. Other information was obtained from materials sent during the year to the Education Commission of the States. Items are listed and indexed by subject and State, and are organized to cover activities in the teaching-learning world -- in classrooms, education centers, field trips, and the community. The materials are categorized within the broad area of special programs to include information relative to the career student, the exceptional child, the socially disadvantaged, the very young, and the adult community. The brief includes governance and administration items related specifically to these categories. (Author/MLF)

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1973 State Education
Legislation and Activity
CURRICULUM, INSTRUCTION AND SPECIAL PROGRAMS

A Survey of the States

Research Brief Vol. 2, No. 4
Education Commission of the States
Wendell H. Pierce, Executive Director

May 1974

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Department of Research and Information Services
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INTRODUCTION

The Education Commission of the States' fourth collection of information on state education legislation and activity was expanded considerably this year with a new approach to the annual "Survey of the States." By employing the hundreds of newsletters and bulletins received in the Research and Information Services Department for Legislative Review, a weekly to monthly newsletter covering state education activity, information on legislation was extracted and filed for quick reference by subject and state.

This procedure provided ECS staff with immediate access to up-to-date legislative information, which is now made available much more promptly than in the past to state constituents who request it.

Toward the end of 1973, when most state legislatures had adjourned, state education agencies, legislative service agencies, teacher organizations and school board associations were sent a questionnaire along with a listing of the information collected by ECS during the year from their respective states. They were asked to correct or supplement the advance collection and to add to it other items which were important to their state's education program.

More than 4,600 items, triple last year's effort, were collected in this manner. This research brief on CURRICULUM, INSTRUCTION AND SPECIAL PROGRAMS is the second of a series of four which list and index items by subject and state. With the aim of providing quick delivery of the information to state readers, editing has been kept to a minimum -- most items appear in virtually the same form in which they were received. Because of rising printing costs and budget limitations, vetoed, failed and carryover legislation are not listed in this year's series. This kind of information is available, however, on request, from the ECS Research and Information Services Department.

CURRICULUM, INSTRUCTION AND SPECIAL PROGRAMS has been organized, essentially, to cover what goes on in the teaching-learning world -- in the classroom, education centers, field trips and the community; the brief includes governance and administration items related specifically to these categories. Other briefs are: GENERAL GOVERNANCE AND ADMINISTRATION; SCHOOLS, STUDENTS AND SERVICES; and SCHOOL FINANCE (which covers all finance items collected and in some cases, duplicates information in other briefs).

HOW TO USE THIS BOOK

With the exception of the school finance area, no item appears more than once in this series, although many of them quite logically could be included in several categories. For location of all items dealing with a specific topic, a detailed index is provided in the back of each book. For example, if the reader is seeking information on the education of multiply handicapped children, he should first consult this book's subsection SPECIAL PROGRAMS The Exceptional

Child (see table of contents). Then he should turn to the index in the back of the book to check other page references to the key words: handicapped, multiply. Items in the other three briefs may contain these key words as well, although not as a major classification. Most items deal with elementary-secondary education; those related either wholly or partially to postsecondary education and community colleges are so labeled.

HOW TO IDENTIFY ITEMS

Each item in this book is identified in the left-hand column by state, bill and/or statute number (identical bills are listed together where practical) or a descriptor: ACTIVITY, PROJECT, STUDY. Standard post office abbreviations are used for states; a listing is on the inside back cover. While most state legislatures operate in a similar fashion, there are individual differences in the ways in which bills are labeled and handled. Common abbreviations used to identify bills, resolutions and constitutional amendments are explained below:

Bill Identification:

A - Assembly (same as House). Examples: AB: Assembly Bill; AR: Assembly Resolution.

H - House (same as Assembly). Examples: HB: House Bill; HR: House Resolution.

S - Senate. Examples: SB: Senate Bill; SR: Senate Resolution.

Note: Some states use only a single letter to identify bills, i.e., A, H or S.

L - Legislative. Used in Nebraska only, which has a unicameral system. Examples: LB: Legislative Bill; LR: Legislative Resolution.

LD - Legal Document. A bill identification term used in Maine.

F - File. In some states, used instead of Bill.

C - Committee or Concurrent. Examples: HCSSB would mean House Committee Substitute for Senate Bill; SCR would mean Senate Concurrent Resolution.

CA - Constitutional Amendment. Once adopted, measure usually must be referred to voters for final approval.

J - Joint. Example: HJR: House Joint Resolution.

Am - Amended.

S or Sub. - Substitute.

Statute Identification:

PA - Public Act.

Sec. - Section.

Ch. - Chapter.

RSA - Revised Statutes Annotated.

HOW TO GET MORE INFORMATION

The information in this book is not intended to be more than a guide for the reader to use in exploring his particular areas of interest. Most of the legislative items can be checked out with the appropriate state education agency or legislative service agency; ECS has copies of only a few of the bills listed. The bulk of the activities, projects and studies contain within their descriptive texts the name and address of a resource person to contact for further information. State education and legislative service agencies are listed in the appendix.

HOW THE READER CAN HELP ECS

Collecting, compiling and publishing this series of briefs on state education legislation and activity is a costly and time-consuming procedure for ECS staff. Is ECS dealing with the kind of information the reader needs and wants? Is it in usable form? Could the collection, compilation and dissemination be improved? The reader's comments on the questionnaire form in the back of the book would be valuable contributions toward the improvement of our information service.

A WORD OF THANKS

We hope the reader will find this book and its companion volumes both easy-to-use and informative. It is our most complete and comprehensive effort to date in our continuing and unique program of keeping state constituents informed quickly and accurately on current education activity. It is the first time we have been able to list reports from every state in the union; at least one organization in each state has provided answers for one or more books on our "Survey of the States" questionnaire which is reproduced in the appendix. In many states, two or more of the organizations surveyed were able to collaborate on their answers. It is this kind of cooperative effort, both with ECS requests for information and among agencies, which has enabled ECS to handle and disseminate the information in these books.

Our thanks go to the many individuals who have patiently and thoughtfully provided each item, either by placing us on an important mailing list or through much-appreciated personal effort.

CURRICULUM, INSTRUCTION AND SPECIAL PROGRAMS

CURRICULUM

AZ	SB 1203 15-1023	ENACTED. Requires common and high schools to provide instruction on the nature and harmful effects of tobacco and dangerous drugs on the human system, as well as instruction on the prevention of alcohol, tobacco, narcotic and dangerous drug abuse, including the plant cannabis and all substances and parts of the plant, in addition to the existing requirement of instruction on the nature and effects of alcohol and narcotics. State board of education may provide school district, on request, with: (1) suggested course of study; (2) system of inservice training for teachers; and (3) list of available films and other teaching aids.	alcohol education drug education teachers training
AZ	SB 1206 15-1131, 1124	ENACTED. Requires that the existing annual standardized reading achievement test be given in the first week of October rather than the last week of January of each year to pupils who are enrolled in the third grade. Also requires that a copy of the test results for the districts be provided each individual district ten days prior to the disclosure of the results to any other source.	reading testing
AZ	SB 1208	ENACTED. Third grade reading test date changed from January to October.	reading testing
AZ	SB 1274 Ch. 167	ENACTED. Bilingual oral English. Added to HB 2208 as a bilingual amendment. Extends program beyond third grade and into high school. A student is limited to a total of four years of the program.	bilingual
AZ	SB 1291	ENACTED. Provides $200,000 to extend programs beyond the third grade and through the eighth grade for bilingual education.	bilingual finance
AZ	PROJECT:	Twenty districts have been identified to designate reading consultants to participate in an intensive training program using management by objectives theory. Contact: Mary Jo Livix, Deputy Associate Superintendent, State Department of Education.	reading teachers training management by objectives
CA	AB 246 Ch. 166	ENACTED. Repeals provisions establishing bilingual education demonstration program which became inoperative on July 1, 1972. Repeals provisions authorizing governing boards of elementary schools which have 15 or more pupils unable to speak English to provide special classes, etc.	bilingual
CA	AB 531 Ch. 929	ENACTED. Establishes information center of current drug education materials for use by school districts and teachers. 1972.	drug education
CA	AB 548 Ch. 607	ENACTED. Requires physically handicapped pupils to be allowed to enroll in automobile driver training in programs maintained by county superintendents of schools and provided by the school district of residence.	driver education handicapped

CURRICULUM

CA	AB 1116 Ch. 1039	ENACTED. Repeals mandatory physical education at the community college level. The legislature, which lowered the age of majority from 21 to 18, eliminated the requirement for community college students over 18.	physical education community colleges
CA	AB 1640 Ch. 1059	ENACTED. Driver instruction. Changes specified references to automobile driver training to references to the laboratory phase of driver education. Increases from $50 to $60, maximum limit upon amount per pupil instructed in laboratory phase of driver education for reimbursement for actual cost of instructing pupils in the operation of motor vehicles and makes related change in provision providing for reimbursement for actual cost of replacing specified vehicles and simulators. Increases from $50 to $60 the allowance per pupil instructed in laboratory phases of driver education. Provides that, in addition to other juvenile court penalties, a judge, referee or hearing officer, upon an admission by a minor that, or upon finding that, such minor committed specified traffic violations, may require such minor to pay to the driver training penalty assessment fund a penalty assessment of a specified amount.	driver education finance
CA	AB 2284 Ch. 1258	ENACTED. Provides $5 million in state funds to assist local school districts in providing classes for bilingual students. 1972.	bilingual finance
CA	SB 714 Ch. 1255	ENACTED. Repeals and reenacts provisions creating the State Office of Narcotics and Drug Abuse and specifies duties of such office. Prescribes additional minimum requirements for teaching credential. 1972.	drug abuse teachers certification
CA	SB 1311 Ch. 518	ENACTED. Permits the department of education to grant waivers of provisions of the education code regarding driver training education programs directed toward improving cost effectiveness. Measure sets forth certain specifications for the experimental programs.	driver education
CA	ACTIVITY:	Humanities framework, K-12. An interdisciplinary approach to the humanities including the following disciplines: the visual and tactile arts, body education, music, drama and the language arts, the social sciences, foreign languages, mathematics and science, the industrial arts, the household arts and philosophy and religion. Developed by the statewide Humanities Framework Committee, 1971-1974. (Review copies published by June 1974.) Contact: Barbara Nottingham, State Department of Education.	humanities

CURRICULUM

CA ACTIVITY:	Ekistics. A guide for the development of an interdisciplinary environmental education program. This document contains a conceptual framework, curriculum outline and learning activities geared toward development of the attitudes, knowledge and skills necessary for the identification, analyses and solution of environmental problems. Contact: Rudolph Schaefer, State Department of Education.	environment
CA ACTIVITY:	Drama framework, K-12. Developed by a subcommittee of the Statewide Fine Arts and Humanities Committee. Publication available. Contact: Barbara Nottingham, State Department of Education.	drama
CA ACTIVITY:	A curriculum unit on United States history developed for use in California youth institutions for grades 8-9. Emphasis is upon conceptual attainment of basic legal and civic understandings. The use of multi-media materials enhances interest and appeal. Contact: Ruth French, Consultant in Education, State Department of Education.	history
CA ACTIVITY:	Social science framework. A statewide committee composed of educators at all levels and representatives of lay groups are developing a framework for social sciences education K-12 for the public schools of California. The purpose of this effort is to keep social sciences programs relevant to the demands and changes required in education for the seventies. Contact: Elaine Stowe, Curriculum Development, State Department of Education.	social science
CA ACTIVITY:	Considerable information has been accumulated by the California State Department of Education Drug Education Task Force. Contact: State Department of Education.	drug education
CA PROJECT:	PAR (Psycholinguistic Approach to Reading). Through training teachers in the most current research in the area of psycholinguistic approach to reading, pupils in grades 4 through 6 made significant gains in reading achievement. Students in the program for three years had a mean growth of 3.25 years as contrasted to a previous mean growth of 1.4 years through the preceeding three years of school attendance. Contact: Larry Annicchiarico, Project Director, Cajon Valley Union Elementary School District, 189 Roanoke Rd., El Cajon, Calif. 92022.	reading

CURRICULUM

CA PROJECT:	Developing reading comprehension through the social sciences. Designed especially to increase the reading comprehension of pupils reading one-half year or more below grade level, the project features special cassette tapes prepared for each lesson in the state adopted social science text, grades 4 through 8. Contact: Betty DeGering, Project Director, Orland Joint Union Elementary School District, 201 Mill St., Orland, Calif. 95963.	reading social science
CA PROJECT:	Systematic Approach to Reading Improvement (SARI). The program was designed to plan and implement a systematic approach to reading improvement by providing a series of alternative steps in the development of reading, responsive to individual pupil needs. A practical system of functional learning paths was developed and implemented. Seventy-four per cent of all project classes scored above the grade equivalent mark for that grade. Students grew 33 per cent in total reading score (median equivalency) over a three year period. Positive changes have been produced in teacher attitudes, teaching styles and use of materials. Contact: Muriel Church, Project Director, Durham Unified School District, P.O. Box 397, Durham, Calif. 95938.	reading
CA PROJECT:	Surveying, Testing, Analyzing, Recording (STAR). The project was designed to raise the reading achievement of 80 per cent of the pupils performing at or below the third stanine level in grades 1-6. Program activities included developing four levels of diagnostic assessment in decoding skills, training of personnel and instructing pupils. Teachers maintained individual student profiles and monitored student progress through prescriptive learning packages. Pre- and post-test evaluation over a two year period showed a gain of 2.4 years in reading achievement for the experimental group as compared to 1.6 years for the control group. Contact: Dorothy J. Gaither, Project Director, Los Angeles City Unified School District, 450 N. Grand Ave., Los Angeles, Calif. 90051.	reading prescriptive teachers training
CA PROJECT:	Demonstration program in reading and mathematics. A program for seventh, eighth and ninth grade students to provide special educational services which will improve their achievement in reading and mathematics above the average level for their age group. These programs must show achievement gains and cost effectiveness. Contact: Earl Watson, Consultant, State Department of Education.	reading mathematics

CURRICULUM

CA PROJECT:	California environmental merit award program. In cooperation with the Federal Environmental Protection Agency, the state department of education has initiated a program for improvement of the environment. Children and youth of all ages are encouraged to participate in school, community and youth organization projects to improve their own local and recreational environments. Merit awards are presented to outstanding recipients by the governor at an annual meeting in Sacramento. Contact: Rudolph Schaefer, State Department of Education.	environment
CA STUDY:	Moral civic education and teaching about religion. The handbook identifies the rights and responsibilities of school personnel and students in the areas of moral and civic education and teaching about religion. The handbook emphasizes the importance of morality, truth, justice and patriotism among adults who serve as models worthy of emulation. Contact: Ruth French, Consultant in Education, State Department of Education.	religion morality
CO ACTIVITY:	Motorcycle safety has been made a part of the driver education program in some pilot Colorado school districts. This program is designed to meet an obvious need as more adolescent citizens are using motorcycles as a primary method of transportation. Contact: Robert Webb, State Department of Education.	driver education safety education
CO ACTIVITY:	Colorado was designated as a Right to Read state in 1973. At the present time a Right to Read program is developing in several Colorado school districts. Contact: Jane Larsh, State Department of Education.	reading
CT SB 342 PA 605	ENACTED. Extends to other family members the authority to train unlicensed motor vehicle operators, allows family instruction of unlicensed motorcycle operators and allows the latter to be examined in Spanish. Includes persons between the ages of 16 and 18 when parents and guardians are not available to give such instruction and those who may instruct brothers and sisters of applicants for motorcycle operator licenses.	driver education
CT SB 479 PA 632	ENACTED. Implements the recommendations of the drug advisory commission with respect to drug education in the public schools, so as to provide for an effective program of instruction in the use and effects of controlled drugs in the public schools and in procedures for curtailment of their use by students.	drug education
CT SB 1955 PA 252	ENACTED. Requires that all persons giving behind-the-wheel instruction in driver education courses be required to meet minimum standards similar to those required of driving instructors employed by commercial driving schools.	driver education

CURRICULUM

CT	SB 2244 PA 73-632	ENACTED (substitute). Requires all state higher education institutions to offer a program of information concerning drugs; provides for examination in drug education as part of teacher certification requirements. School districts must provide inservice training in drug education for teachers, administrators and guidance personnel and must establish an ongoing program in drug education.	drug education teachers certification training
DE	SB 16 Title 14	ENACTED. The University of Delaware shall provide an elective course on Delaware history and government for all undergraduates. However, such a course shall be required for social studies teachers; and such course shall be offered as an inservice program for teachers coming to this state from other schools or colleges.	state history postsecondary
FL	HB 722 SB 1266 Ch. 73-338	ENACTED (as amendment to SB 622). Establishes program of comprehensive health education to include all health concerns in coordinated program from K-12 as part of curriculum of all public schools.	health education
FL	HB 899 Ch. 73-163	ENACTED. Provides waiver of discipline or expulsion for student who commits himself or is referred by court to state licensed drug abuse program upon completion of program (Same as SB 1244).	drug abuse students discipline
FL	HB 1654 Ch. 73-345	ENACTED. Requires all district school boards with 400 or more children in the district with a dominant language other than English to provide bilingual education programs in all regular school programs.	bilingual
FL	SB 622 Ch. 73-338	ENACTED. Establishes program of environmental education, with position of state coordinator in department of education division of elementary and secondary education, department of education to coordinate programs, assemble and develop materials, develop inservice and preservice programs, with districts to submit exemplary programs to commissioner for approval to be funded by state funds appropriated for that purpose (none in bill). Same as HB 1650, HB 1735. Other bills added as amendments: HB 320, HB 716, HB 718, HB 724, HB 1125, CSHB 1272, HB 1273, CSHB 1700, HB 1722, HB 1723, HB 1726, HB 1733, SB 606, SB 892, CSHB 1101, HB 320, HB 1765, HB 575, SB 608.	environment teachers training
FL	SB 902 Ch. 73-338	ENACTED (as amendment to SB 622). Establishes program of comprehensive health education K-12 as part of curriculum of all public schools; establishes health education specialist instruction unit allocated one per district, with appropriations of $949,323 for 67 additional units, $198,000 for establishment of regional resource centers.	health education

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FL SB 1267 Ch. 73-345	ENACTED (included in HB 734). Requires all district school boards with 400 or more children in the district with a dominant language other than English to provide bilingual education programs in all regular school programs, with programs to include history and culture associated with native language of children.	bilingual bicultural
FL ACTIVITY:	Flexible staffing of the Oak Ridge Music Unit. A reorganization of systemwide professional planning and coordination. Basic to the plan is a K-12 organizational unit for better articulation and improved instruction. Contact: Fred Force, Music Consultant, State Department of Education.	music flexible staffing
FL ACTIVITY:	Comprehensive catalog of performance objectives in written communication is designed to complete the development of performance objectives and assessment measures in the area of written communication skills, specifically reading and writing for grades K-12. Contact: Kittie Mae Taylor, Language Arts Consultant, State Department of Education.	reading writing objectives assessment
FL ACTIVITY:	Position paper on foreign language study. A paper which is the outcome of a statewide study in Florida, addresses itself to definitions, goals, strategies, personnel qualifications of teachers and the general mission of teaching foreign languages in the public schools. Contact: O. E. Perez, Foreign Language Consultant, State Department of Education.	foreign language
FL ACTIVITY:	Position paper on the social studies. A rationale for social studies. A paper setting forth a rationale for the development of social studies instruction and curriculum development K-12. Contact: Patricia Spears, Social Studies Consultant, State Department of Education.	social studies
FL ACTIVITY:	Environmental education grant program. Authorized the dissemination of funds to school districts for the development of exemplary environmental education programs and materials. Contact: C. Richard Tillis, Administrator of Environmental Education, State Department of Education.	environment
FL ACTIVITY:	Florida catalog of science objectives. Junior high/middle school. A comprehensive set of pre-objectives, performance objectives and criterion-referenced assessment items. Part I, General Science and Physical Science; Part II, Biology Earth/Space Sciences. Contact: Jack M. Hopper, Science Consultant, State Department of Education.	science objectives assessment

CURRICULUM

FL ACTIVITY:	Florida catalog of science objectives -- biology. A comprehensive set of pre-objectives and criterion test items for all of secondary biology from slow-learner programs to second year biology. Not published. To be used in the development of a comprehensive set of performance objectives during 1973-74. Contact: Jack M. Hopper, Science Consultant, State Department of Education.	biology objectives test items
FL ACTIVITY:	Florida catalog of music objectives. K-12 compendium of recommended outcomes by grade groupings. Goals, long-range objectives and short-range objectives by categories and in groupings of K-3, 4-6, 7-9 and 10-12. Contact: Fred Vorce, Music Consultant, State Department of Education.	music objectives
FL ACTIVITY:	Position paper on the fine arts. Statement of state department of education official position in relation to art, literature, drama, dance, music and humanities. Emphasis is on experiential approach to the arts and their role in humanizing education. Contact: Fred Vorce, Music Consultant, State Department of Education.	arts humanities
FL ACTIVITY:	Comprehensive health education program. The Comprehensive Health Education Act of 1973 provides a means of replacing fragmented crisis-oriented health teaching with a sequentially planned comprehensive health education program. The state department of education has issued guidelines to assist school districts in developing plans for implementing a comprehensive health education program. Contact: Benton Clifton, Administrator of Health Education State Department of Education.	health education
FL ACTIVITY:	Physical education program. The identification of student competencies in physical education, grades K-6. Objectives and assessment items are being developed in the three learning domains. The objectives are to be cross-referenced to the Florida accreditations standards and the competencies clustered on a K-6 continuance. Contact: Benton Clifton, Administrator of Health Education, State Department of Education.	physical education objectives assessment
FL ACTIVITY:	Traffic safety education program. Comprehensive traffic safety education for kindergarten through senior high school is being developed. The curriculum can be utilized in both traditional and experimental programs. Emphasis is being placed on an integrated and individualized instructional program. Contact: Benton Clifton, Administrator of Health Education.	safety education early childhood

CURRICULUM

FL	ACTIVITY:	Guidelines issued for evaluating the performance of former students in the activities in which they were trained. Contact: Myron R. Blee, Administrator, Program Section, Community Colleges, State Department of Education.	evaluation students community colleges
FL	ACTIVITY:	Distribution of $750,000 provided to board of regents to fund projects designed to attack problems of major concern in physician manpower and approved by Community Hospital Education Council. Contact: Kenneth E. Penrod, Vice Chancellor, State University System, State Department of Education.	medicine postsecondary
FL	ACTIVITY:	Common course numbering system. Cooperative project of public and private colleges and universities to develop uniform course numbers. Contact: Paul Parker, Director, Systemwide Programs, State University System, State University System, State Department of Education.	course numbers nonpublic postsecondary
FL	ACTIVITY:	The Florida Department of Education is working with eight school districts to develop a staff development model for training reading/language arts resource specialists in the public schools. Recent legislation provided a year in which certification requirements and plans would be formalized for using reading/language arts resource specialists. With this Right to Read Grant, as plans are developed they can be organizationalized on a trial basis for the participating schools. Contact: Martha Cheek, Consultant, Reading.	language arts staff development
FL	ACTIVITY:	First Florida Speech Pathology Institute: Four Weekends with the Experts. Providing Florida's public school language, speech and hearing clinicians with the opportunity to learn from some of the most outstanding professors from across the United States while acquiring three graduate credits from Florida State University. Because of the enthusiastic demand for these Saturday and Sunday lectures, the registration fee for course credit has been prorated below the usual cost. Orange County School District is the host for the classes. Contact: Sara Conlon, Administrator, Program Development and Evaluation, State Department of Education.	speech
FL	PROJECT:	Comprehensive oral communication skills, K-12. A comprehensive set of pre-objectives, and criterion-referenced assessment items which will result from this project is expected to define all curricular content in the area of oral communication K-12, specifically speaking and listening. This is to include both skills development and general application of these skills. Contact: Kittie Mae Taylor, Language Arts Consultant, State Department of Education.	oral communication objectives assessment

CURRICULUM

FL	PROJECT:	Developing performance-based curriculum. This project proposes to organize instruction for the following purposes: well-defined objectives for both teachers and students; greater flexibility; more responsiveness; recognizes learning regardless of when or where it occurs; allows the student to progress as fast or as slow as his individual circumstances permit. Initial effort will be concentrated on basic skills at the elementary level in reading, mathematics and communications, systems of language, general math, biology I and American history at the secondary level. Contact: Julian Morse, Administrator of Program Services, State Department of Education.	performance-based curriculum
FL	PROJECT:	Social work education project for human services (Office of Career Planning). Contact: Mike Austin, State University System, State Department of Education.	social work postsecondary
FL	PROJECT:	Manpower and education for criminal justice in Florida. Joint project of state university system in conjunction with community college system. Contact: E. A. Giordano, State University System, State Department of Education.	criminal justice postsecondary
FL	STUDY:	Study of unmet health manpower needs in Florida called for by the 1973 legislature. Contact: Kenneth E. Penrod, Vice Chancellor, State University System, State Department of Education.	health careers needs assessment postsecondary
FL	STUDY:	Study of Florida's future needs for lawyers, final report. Study makes use of earlier studies, statistical reports, interviews, recently completed survey, data from the Florida Bar, the Florida Board of Bar Examiners, and the four law schools in the state as bases for its conclusions. Contact: Steve Anderson, Administrative Assistant, State University System, State Department of Education.	needs assessment law
FL	STUDY:	Statewide study to determine present status of architectural profession in the state and Florida's manpower needs for persons with architectural training. Board of regents in cooperation with the Florida Board of Architects and the Florida Association, American Institute of Architects. Contact: Bruce Mitchell, Coordinator of Special Studies, State University System, State Department of Education.	needs assessment architecture
GA	HB 169	ENACTED. Provides that school funds may be used for certain extracurricular athletic and interscholastic activities. This bill implements a constitutional amendment favorably voted by the public last year.	athletics activities finance

CURRICULUM

HI PROJECT:	People and technology. A social studies program. Contact: General Education Branch, Section B, State Department of Education.	social studies
HI PROJECT:	Foundational approaches in science teaching. Contact: General Education Branch, Section B, State Department of Education.	science
HI PROJECT:	Drug prevention program. Contact: General Branch, Section B, State Department of Education.	drug education
HI PROJECT:	Development of a comprehensive guidance and counseling program. Contact: Special Programs Branch, Student Affairs Section, State Department of Education.	guidance counseling
HI PROJECT:	Redevelopment of language materials for unsuccessful learners in regular schools. Contact: Curriculum Development and Technology Branch, State Department of Education.	language materials
HI PROJECT:	Hawaii English Project - secondary. Contact: Curriculum Development and Technology Branch, State Department of Education.	English
HI PROJECT:	To demonstrate the extent to which the Hawaii English Project concept of individualized instruction can apply to other subject areas in the elementary curriculum - mathematics. Contact: Curriculum Development and Technology Branch, State Department of Education.	mathematics individualized instruction
HI PROJECT:	Peer counseling. Contact: Maui District Special Services or State Department of Education.	peer counseling
HI PROJECT:	Science curriculum improvement study in Waiakeawaena Elementary School. Contact: State Department of Education.	science
HI PROJECT:	Interdisciplinary English-Social Studies Program, Level III and Level IV, in Pearl City High School. Contact: State Department of Education.	English social studies
HI PROJECT:	Science Research Associates (SRA) mathematics learning system field verification study in Wheeler Intermediate School. Contact: State Department of Education.	mathematics
HI PROJECT:	Individualized reading in a self-contained first grade classroom in Hoanalua Elementary School. Contact: State Department of Education.	reading individualized instruction
HI PROJECT:	Math learning system in Mililani Waena Elementary School. Contact: State Department of Education.	mathematics

CURRICULUM

HI	PROJECT:	Learning center approach to individualized instruction in language arts in Hale Kula Elementary School. Contact: State Department of Education.	language arts individualized instruction
ID	HB 243 Ch. 294	ENACTED. Drug traffic. Gives a school board authority to suspend or expell a pupil whose presence in school is detrimental to the health and safety of other pupils.	drug abuse students discipline
ID	SB 1064 Ch. 18	ENACTED. School districts must submit reports on their driver training courses 45 days after completion. Changes the date for the state board of education to submit the annual reports on driver training.	driver education
ID	PROJECT:	Communications skills improvement center. Target population: students of West Junior High School, School District #131. Major objectives: to increase proficiency in reading skills of students attending West Junior High School by providing materials to increase skill, interest and attitude toward reading; establishing laboratory facilities and providing clinical assistance for students with severe reading difficulties; assisting all teachers in becoming implementers of reading. Contact: E. J. Verner, Project Director, Route #4, Box 4139, Nampa, Idaho 83651.	reading
ID	PROJECT:	Educational service center for reading. All elementary and secondary teachers and students, plus special treatment being given to approximately 200 4th, 5th and 6th grade students who are reading two or more years below grade placement. Major objectives: to provide inservice training for teachers; to provide a reading diagnostic clinic; to provide an individualized, skill-oriented, instructional program; to provide service for the development and continual monitoring of behavior objectives; to provide weekly feedback of progress. Contact: Don J. Applegate, Project Director, 725 Hazel Ave., Coeur d'Alene, Idaho 83814.	reading diagnostic individualized instruction teachers training
ID	PROJECT:	Curriculum change through ungraded individualization. Major objectives: to change curriculum and enable school personnel to develop a program that will meet the needs and capacities of individual children; to provide a continuous progress rather than a grade structure; to prepare curriculum materials for individualizing student programs. Contact: David Wilson, Project Director, Box B, Moreland, Idaho 83256.	individualized instruction

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ID	PROJECT:	Self-concept improvement through physical education. Target population: seventh grade students at O'Leary Junior High School. Major objectives: to administer a series of tests to determine class placement in the seventh grade and to collect baseline data on each student; to provide students with the opportunity to self-evaluate his general physical performances and to analyze his general appearance with the instructor's guidance; to provide an opportunity for self motivation through successful performances; students will participate in evaluating themselves with the assistance of the assigned counselor and services of the school psychologist and physical education instructor. Contact: Robert Donnelley, Project Director, 1615 Filer Ave., E. Twin Falls, Idaho 83301.	physical education self-concept
ID	STUDY:	A study of the extent classroom teachers have implemented the "Man Made World" program as a result of National Science Foundation training. Contact: D. Kay, State Department of Education, Len B. Jordan Office Building, Boise, Idaho 83720.	science
IL	HB 910 PA 78-502	ENACTED. Permits school districts to operate motor vehicles otehrwise required to be registered without registering each such vehicle provided it is equipped with special plates. Provides issuance of special plates to school districts for use on driver education vehicles. Special plates to contain phrase "driver education."	driver education
IL	HB 937 PA 78-334	ENACTED. Amends the school code to delete references to health instruction in the section relating to physical education. It also repeals the section requiring instruction on the effections of alcohol, controlled substances and cannabis on the human system. (Sections are included in Critical Health Problems and Comprehensive Health Education Act.)	health education drug education alcohol education
IL	HB 1223 PA 78-727	ENACTED. Creates within the office of the superintendent of public instruction a department of transitional bilingual education.	bilingual
IL	SB 1157	ENACTED. State funds to expand programs for bilingual education are provided. Increased aid to bilingual education for Chicago will go from $1.4 million during the 1972-73 school year to $3.9 million in the 1973-74 school year (about one-third of need).	bilingual finance
IL	ACTIVITY:	ETV/ITV Section. Development of an ethnic education series designed to promote better understanding of human needs and behavior. Coordinated by Larry Broque, Director of the ETV/ITV Section, State Department of Public Instruction. Resource persons: Wasyl Shimoniak, John M. Ivanoff, Roosevelt Washington, Len Sperry, Adrian Dupuis all of whom are professors at Marquette University in Michigan.	ethnic groups

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IL ACTIVITY:	The first curriculum of its kind, Safety Education, K-3, performance based and interdisciplinary, is ready for implementation. It is estimated that 50 per cent of the elementary schools will be introduced to this curriculum in 1973-74. Contact: A. Edward Johnson, Director, Safety Education Section, Office of the Superintendent of Public Instruction, 316 S. Second St., Springfield, Ill. 62706.	safety education early childhood
IL ACTIVITY:	Motorcycle safety education. Curriculum materials have been developed, printed and made available to all secondary schools. Based on the task analysis approach, this curriculum has been tested in 35 secondary schools and is being utilized in teacher preparation programs. Contact: A. Edward Johnson, Director, Safety Education Section, Office of the Superintendent of Public Instruction, 316 S. Second St., Springfield, Ill. 62706.	driver education safety education
IL ACTIVITY:	Pedestrian and bicycle safety. The first curriculum in the United States, Safety Education Units for Illinois Elementary Schools, K-8, has been written, piloted, printed and implemented in 50 per cent of Illinois elementary schools. This publication has been highly acclaimed and adopted by the U.S. Department of Transportation as a national model. Further implementation is ongoing presently. The material is performance based and interdisciplinary. Contact: A. Edward Johnson, Director, Safety Education Section, Office of the Superintendent of Public Instruction, 316 S. Second St., Springfield, Ill. 62706.	safety education
IL ACTIVITY:	Environmental education curriculum conferences. The office of the superintendent of public instruction and the Illinois Institute for Environmental Quality are cosponsoring three curriculum conferences during the 1974 fiscal year. The major purpose of the conferences is to develop teaching units to supplement the curriculum section of the state plan for environmental education. The first of these conferences, involving teachers from grades K-12, has already been completed. The remaining conferences will be conducted late in the fiscal year. Contact: Jim Bankes, Instructional Specialist, Environmental Education, State Department of Public Instruction, 316 S. Second St., Springfield, Ill. 62706.	environment

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IL PROJECT:	Highway systems research car is a research tool designated to aid and improve highway safety research by simplifying the gathering of accurate physiological and mechanical responses of the driver and correlating them with each other and with vehicle dynamics. The highway systems research car during 1973-74 will be utilized by schools participating in demonstration-satellite schools, as well as other selected schools, to collect data on student performance. This data will be evaluated to assist schools in program improvement and to provide feedback to teacher preparation institutions on their students. Both short-range and long-range evaluations will be conducted. During the past 18 months, data has been collected with the cooperation of ten public high schools and one private high school on approximately 400 students. In cooperation with Southern Illinois University, Carbondale, data were collected on schools in that area. The raw data collected will soon be analyzed and evaluated. Future test results will then be compared with basic data which will assist in determining future direction of the behind-the-wheel instruction. Contact: A. Edward Johnson, Director, Safety Education Section, Office of the Superintendent of Public Instruction, 316 S. Second St., Springfield, Ill. 62706.	driver education
IL PROJECT:	Demonstration-satellite programs. A project funded under the Highway Safety Act of 1966 is a unique method for the development of instructional materials to be used with the driver education curriculum. The first year of this program involved ten schools and approximately 10,000 students. The second year, 1973-74 involves 25 schools and approximately 28,000 students. Contact: A. Edward Johnson, Director, Safety Education Section, Office of the Superintendent of Public Instruction, 316 S. Second St., Springfield, Ill. 62706.	driver education
IL PROJECT:	Development of an instructional television series on the Illinois and U.S. Constitutions. This series is to be incorporated in the general curriculum to enhance instruction presently being offered pertaining to the Illinois and U.S. Constitutions as required by Illinois. Contact: Byron Bartlett who is coordinating the program. The resource person is Joseph P. Pisciotte, University of Illinois Government professor recently appointed by Governor Walker to select candidates for the state school board of education. State Department of Education.	state constitution television

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IL STUDY:	In January 1971, a task force for environmental education was appointed by Dr. Michael J. Bakalis and charged with the responsibility of developing a statewide plan for implementing an environmental education program in Illinois in 1973. The task force, consisting of approximately 30 members, represents a variety of professional, educational and citizen groups. This plan embodies six critical needs and the means for meeting those needs. The task force members designated the formation of an effective communications network, the development of a relevant curriculum, the preparation of teachers, the development of the school site and its facilities as a functional tool for learning, creation of an effective continuing education program and the evaluation of new and continuing programs as those issues which require attention. The document which results from the work of the task force was completed in November. Contact: J. Robert Sampson, Assistant Director, Environmental Education, 316 S. Second, Springfield, Ill. 62706.	environment
IL STUDY:	Do Bilingual Education Programs inhibit English Language Achievement?: A Report on an Illinois Experiment. Children enrolled in an Illinois bilingual program typically are exposed to approximately 25 per cent less English during the school day than their counterparts in traditional school programs. This raises fears among some educators and parents that enrollment in a bilingual program might retard the learning of English as a Second Language (ESL). To probe this, pre-post test data were collected in three cities during a 5-month interval in 1972 in the ESL achievement of 213 kindergarten through third grade Spanish-speaking children taught ESL within the context of a half-day bilingual program and 104 similar children receiving ESL instruction as part of the traditional school curriculum. ESL achievement, as measured by listening and reading comprehension tests, is compared through ANCOVA (Analysis of Covariance) and partial correlation analysis within a quasi-experimental evaluation design. Analyses indicate no statistically significant difference in ESL achievement between the two groups. The implication of these results is that half-day bilingual programs do not inhibit English language achievement in primary-aged children. Study was conducted through the auspices of the Office of the Superintendent of Public Instruction (H. Ned Seelye), Illinois Bilingual Education Service Center (K. Balasubramonian), and Chicago State University (Rafaela Elizondo De Weffer). Contact: H. Ned Seelye, Director, Bilingual and Migrant Education, State Department of Public Instruction, 188 W. Randolph St., Chicago, Ill. 60601.	bilingual

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IL	STUDY:	Accountability in Educational Reform Programs Through Instrumentation Analyses and Design Variation: Evaluating Cognitive Growth in Illinois Bilingual Programs, 1972-73. The study describes the methods and procedures employed to devise a valid evaluation instrument. The instrument would be used to measure growth in English language skills by Spanish-speaking children in Illinois bilingual programs. It had to be designed to accomodate eight identification variables for each student: (1) grade; (2) sex; (3) school district; (4) bilingual treatment (type of program); (5) ethnicity; (6) length of residency in the U.S.; (7) English language proficiency; (8) Spanish language proficiency. The study does not cover evaluation findings. Conducted by H. Ned Seelye (State Department of Public Instruction) and K. Balasurbramonian (Bilingual Education Service Center). Contact: H. Ned Seelye, State Department of Public Instruction, Director, Bilingual and Migrant Education, 188 W. Randolph St., Chicago, Ill. 60601.	bilingual
IN	HB 1263 PL 209	ENACTED. State board of education is empowered to establish and maintain minimum standards for driver education programs and equipment. Emergency.	driver education standards
IA	HF 775 Ch. 110	ENACTED. Relates to expansion of liberal arts curriculum at area schools and clarification of tuition payments of high school students at area schools.	regional liberal arts
KS	HB 1519	ENACTED. Provides that a school governing body may enter into agreements with a motor vehicle manufacturer or dealer to obtain driver training motor vehicles for use in driver training courses. Every registration plate issued by a county treasurer for a driver training motor vehicle must be accompanied by a decal with the words "driver education" appearing thereon. Other provisions.	driver education
KS	HB 1593	ENACTED. The sum of $55,346 for fiscal year 1974 was appropriated to the state department of education to carry out the intention of HCR 1141 relating to consumer and economic education in public schools.	consumer education finance
KS	STUDY:	Proposal No. 57, Guidance in Elementary Schools. A study of consideration of state funding of elementary school guidance programs. Assigned to special committee on special education and other education matters.	guidance finance
KY	PROJECT:	The Murray Independent School System is developing an onsite environmental education laboratory on the 5 acre campus of Murray High School. Title III ESEA. Contact: Juanita Jones, Project Director, RISE, 10th and Clark Streets, Paducah, Ky. 42001.	environment

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KY PROJECT:	The math program in Jetton Junior High, Paducah, is being individualized and personalized with computer assisted instruction to raise the grade placement scores by coordinating computer assisted instruction with individually prescribed instruction in math. Title III ESEA. Contact: Juanita Jones, Project Director, RISE, 10th and Clark Streets, Paducah, Ky. 42001.	computers individualized instruction
KY PROJECT:	Christian County is using a modified autolingual approach to foreign language instruction. The study of French and Spanish will begin in the 5th and 6th grades with French and Hispanoamerican culture. The St. Cloud method was initiated in grades 7, 8, 9 and 10 during 1972-73, and is being taught in the 11th and 12th grades in 1973-74. Title III ESEA. Contact: Juanita Jones, Project Director, RISE, 10th and Clark Streets, Paducah, Ky. 42001.	foreign language
KY PROJECT:	Trigg County Schools are providing continuous inservice to increase teacher competency in diagnosing reading problems and prescribing solutions to them in grades 1 through 5. Title III ESEA. Contact: Juanita Jones, Project Director, RISE, 10th and Clark Streets, Paducah, Ky. 42001.	reading diagnostic prescriptive teachers training
KY PROJECT:	A group of eight school districts - Ballard, Carlisle, Trigg, Hickman and Livingston counties and Mayfield, Murray and Paducah, is developing teacher competencies in individualizing instruction in the communication skills. The first year was devoted to reading, 1973 to written communication, and the next will be on spoken communications. A team from each district participates in development of diagnostic skills and organization and development of curriculum materials and evaluation devices. The participating teachers share these skills with their respective faculties. Title III ESEA. Contact: Juanita Jones, Project Director, RISE, 10th and Clark Streets, Paducah, Ky. 42001.	communication reading individualized instruction teachers training
KY PROJECT:	Prescriptive reading inventory. In 21 school districts, 5,500 fourth grade students are participating in the prescriptive reading inventory used as a tool for individualizing reading instruction. Both diagnostic and prescriptive analysis computer printouts are used with each student tested. Title III ESEA. Contact: Juanita Jones, Project Director, RISE, 10th and Clark Streets, Paducah, Ky. 42001.	reading diagnostic prescriptive

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KY PROJECT:	Henderson County Schools are individualizing math instruction in grades 4 through 6 by using the Prescriptive Mathematics Inventory, a diagnostic and prescriptive test which reveals the math skills a student knows and prescribes where needed help can be found in the student's textbook. Title III ESEA. Contact: Juanita Jones, Project Director, RISE, 10th and Clark Streets, Paducah, Ky. 42001.	mathematics diagnostic prescriptive individualized instruction
KY PROJECT:	Project for environmental and early childhood education. Environmental education component utilizes inservice training procedures to develop curricula packets for implementation. Three pilot centers serve four satellite schools each. Teams from these schools visit the pilot centers to observe the environmental studies program, and to attend workshop and seminar sessions. By fiscal year 1975, the tested program will be consolidated into a regional environmental education curriculum guide for grades 1-12. Contact: Sam P. Jones, Project Director, ESEA Title III, Tradewind Center, Somerset, Ky. 42501.	teachers training
KY PROJECT:	The Carroll County project for increasing reading proficiency through interest motivation. Carroll County implemented an interest-centered Title III 306 reading project in its new "open space" middle schools, grades 6,7 and 8. The school has four learning centers - communications, social studies, environmental studies, mathematics and a diagnostic resource unit. Each learning center is staffed by a team of four teachers and one aide and the diagnostic resource unit by a counselor, reading specialist and a materials specialist. Pupil assignment to a learning center is made by the diagnostic resource unit on the basis of the relationship between his interest and the appropriateness of the discipline for which the learning center is responsible. The assignment is based on both interest and need. Contact: Robert May, Project Director, Box 370, Carrollton, Ky. 41008.	reading diagnostic motivation team teaching
KY PROJECT:	Total phased curriculum for high school. A goal of 357 courses to be phased for interest and by level of difficulty to be offered. Teaching now 260 course offerings in three twelve-week semesters. Contact: George Overstreet, Superintendent, Union County Schools, Morganfield, Ky. 42437.	curriculum
ME LD 165 Ch. 225	ENACTED. Requires bilingual instructors to be certified by the state board of education in both course content and language of instruction. Districts may provide up to five years bilingual instruction for each child.	bilingual

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ME	LD 665 Ch. 566	ENACTED. A comprehensive act reconstituting and more effectively coordinating the Maine Commission on Drug Abuse and the Division of Alcoholism and providing an alternative sentencing for violators of drug laws. Includes commissioner of education and cultural services as member of state government drug abuse coordinating committee.	alcohol abuse drug abuse
MD	HJR 4	ADOPTED. Requests the state department of education to study the feasibility of implementing a consumer education course of study in the required curriculum of the public schools.	consumer education
MD	HJR 67	ADOPTED. Directs the state department of education to prepare and implement mandatory high school courses on the forms and functions of local, county and state governmental units. Amended to say the state department of education is requested to prepare and implement curriculum materials in local, county and state government.	government
MD	SR 47	ADOPTED. Requests the Congress of the United States to take appropriate legislative action to insure passage of a constitutional amendment to restore prayer to our schools.	religion
MD	SR 77	ADOPTED. Requests the legislative council to study possibility for accelerating programs of medical education.	medicine postsecondary
MD	PROJECT:	The driver education section of the Maryland State Department of Education is currently introducing a new package of instructional materials to each public school driver education program within the state. The materials within the package were developed by the state department of education and selected driver education instructors within the state in cooperation with the Maryland Department of Transportation. The package is structured around the IPDE (identify, predict, decide, execute) information processing sequence. Within the package there are 14 overhead transparencies, four filmstrips, an introduction record and an instructors guide. The entire program of instruction can be afforded in 18 practice sessions. All of the competencies introduced in the classroom via this package can be transferred to on-road instruction. Contact: Robert Lazarewicz, Driver Education Specialist, Maryland State Department of Education.	driver education materials
MD	PROJECT:	A state advisory committee for the metric system and a state department of education task force have been established to develop a plan for the complete conversion to the metric system by 1980. The charge given to the committee calls for a complete plan that will encompass all areas of the curriculum -- kindergarten through adult education, presented to the Maryland State Board of Education by	

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MD PROJECT:	The pedestrian safety section of the Maryland State Department of Education is currently implementing a comprehensive traffic safety education program (safety instructional system) in the schools of the state. The safety content includes bicycle, passenger, pedestrian, school bus and school environmental safety. The content material is presented as an interdisciplinary approach with sequential publications for each grade level, kindergarten through grade six. Each level is color coded for easy identification. Masters for classroom reproduction are included in each publication. The program also contains two special emphasis publications, one at the kindergarten level dealing with the intersections, streets and procedures titled "Traffic Signal Light Program," as well as a second grade publication concerning bicycle safety education. This program consists of a 35 mm filmstrip, student book ("Bike Basics") and a teacher's guide. The entire Maryland Safety Instructional System is supported by an instructional television series of five safety programs (15 minutes each) concerning the traffic safety areas. The film series is supported by pre- and post-activities for the children under the supervision of the classroom teacher. Contact: Donald LaFond, Safety Specialist, Maryland State Department of Education.	safety education television
MD PROJECT:	In response to eliminating functional literacy by 1980, the State of Maryland defined basic reading goals needed for surviving in society at the 12-, 15- and 18-year-old level. Criterion-referenced tests to measure these needs were constructed and then administered statewide. Items in the test are from the real world including coupons, grocery ads, cash register tapes, directions on soup cans and apartment lease agreements. Program changes based upon the results are now being implemented. Contact: Richard M. Petre, Consultant in Reading, Maryland State Department of Education.	reading goals testing

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MD PROJECT:	The Maryland State Department of Education has prepared a multi-media display exhibit of the state's comprehensive reading program which features three areas of special emphasis: (1) student improvement; (2) staff development and (3) the use of volunteers and aides. The display is a modular design based on the concept of stacked A, B, C blocks incorporating rear-view projection, sound and photo blow-up. The display is scheduled for several national and state conferences.	reading media
MD PROJECT:	Drug education at the Maryland State Department of Education has included various types of programs for students, teachers, counselors and community people. Programs being conducted for students include, "Drug Abuse: An Indepth Study of a Community Problem" and "A Socio-Psychological Approach to Drug Education" which aim to involve students in their community's problems and to encourage better communication with peers and parents. Drug counseling workshops are also being conducted for counselors around the state as a follow-up to the law on confidentiality. A multi-media program, the Social Seminar, which was developed by the National Institute on Mental Health for all members of the community, is also being used as a drug education training tool by the state department of Education. Contact: Doris Terry, Specialist in Health Education, Maryland State Department of Education.	drug education media
MD PROJECT:	The Maryland Regional Center for the Arts is a continuing summer camp program sponsored by the Montgomery County Public Schools in cooperation with the state department of education and with other school systems throughout the state. The purpose of the center is to provide intensive professional instruction in the arts at an advanced level for selected junior and senior high school students who have demonstrated outstanding ability in one or another of the arts represented in the program. These include orchestral, ensemble and choral music, dance, drama, visual arts, photography and creative writing. The courses of instruction are designed to relate the several arts simultaneously during each camp session so that students specializing in one field may develop an appreciation for other types of artistic expression and acquire a better understanding of the general principles relating the arts while improving their competence in their own particular field. Contact: Harold H. Lott, Consultant in Art, Maryland State Department of Education.	arts

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MD PROJECT:	The Maryland State Department of Education has developed a five year plan of action for implementing a comprehensive program of environmental education in all elementary and secondary schools in the state. The approach involves curricular modifications in science, social science and the arts and humanities. A K-12 curricular framework is planned for publication in early 1974. Contact: James W. Latham, Jr., Environmental Education Program Manager, Maryland State Department of Education.	environment
MD PROJECT:	The Alcohol Safety Action Program (ASAP) curriculum was piloted during the spring of 1973 and is currently being revised in preparation for expansion in March of 1974. The purpose of the ASAP curriculum is to increase students' knowledge and establish positive modes of behavior and attitudes concerning the use of alcohol and its relation to highway safety problems. Contact: Doris Terry, Specialist in Health Education, Maryland State Department of Education.	alcohol education safety education
MD PROJECT:	Health Education: A Curricular Approach to Optimal Health was published in September 1973 by the Maryland State Department of Education and the Maryland State Department of Health and Mental Hygiene. The process of curriculum development required four years for synthesis and evolution, and it represents the expertise of numerous professional and lay people from Maryland and other states as well. The curriculum is structured on a conceptual, behavioral objective approach and is divided into four levels. Level I approximates grades K-2; Level II, 3-5; Level III, 6-8; Level IV, 9-12. The application of the curriculum can easily encompass early childhood, special education and adult education programs. The purpose of the curriculum is to provide a scientifically yet sound spectrum of concepts, behaviors and knowledge which learners in kindergarten through grade 12 can utilize to make responsible decisions about their health behavior. Plans are underway for staff and teacher orientation to the curriculum in all school systems in Maryland. Contact: Doris Terry, Specialist in Health Education, Maryland State Department of Education.	health education
MD PROJECT:	Per a resolution of the state board of education, a program for the selection of student pages for the house and senate was organized by the office of field services. Allocates pages and alternatives from each county on house apportionment basis. Recommendations are made by each local school system. Each page has an opportunity to assist specific members of the assembly for at least one week during the legislative session. Contact: Franklin Pumphrey, Regional Coordinator, State Department of Education.	students page program

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MD	STUDY:	Governor's task force to study driver's education in Maryland. Function is to suggest an effective program of financing and administering driver education in Maryland. Contact: Ejner J. Johnson, State Motor Vehicle Administration, 6601 Ritchie Highway, NE, Glen Burnie, Md. 21061.	driver education
MA	H 7346 Ch. 817	ENACTED. Prohibits the use of psychotropic drugs in public schools.	drug abuse
MA	ACTIVITY:	Implementation of the nation's first bilingual education act. Contact: Ernest Mazzone, Director of Bilingual Education Division, State Department of Education.	bilingual
MI	SB 140 PA 55	ENACTED. A comprehensive drug abuse and alcoholism program.	alcohol abuse drug abuse
MI	SB 568 PA 56	ENACTED. Establishes advisory commission on substance abuse services, make appropriation to department of education.	drug education
MN	Ch. 412	ENACTED. Establishes a state environmental policy. A 22 page bill outlining a program for the systematic review of environmental effects of various projects.	environment
MN	Ch. 738	ENACTED. Minnesota high school league. Clarifies the authority for school districts to join the high school league and to pay dues thereto. Opens membership to any Minnesota high school which satisfies the compulsory attendance law.	activities
MN	PROJECT:	Thoughtful Readers Extend Excellence (TREE) in Sumner Elementary School in Austin, Minnesota. Children are encouraged to read critically, to cultivate a taste for quality in literature and to view the stories they read in light of their own experiences. The children share their reading via group and one-to-one discussions and use art work, records, tapes and film strips to supplement written materials. Project TREE provides a forum for children and adults to discuss books which present the problems of the current age and to focus attention on group interaction. Preliminary reports from parents indicate they are reading to their children more, mealtime talk often involves books and TV time has been cut in half. Children have been delighted to receive, in response to their letters, answers from prominant children's authors. Contact: Division of Planning and Development, State Department of Education.	reading parent participation

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MN PROJECT:	Advanced basic skills course. In an effort to provide marginally achieving English students with a successful school experience, Coon Rapids Senior High has instituted an innovative course which uses visual and oral alternatives to written composition. Students taking the course are for the most part non-college bound seniors, though the class is open to anyone wishing to participate in a media-centered experience. The overall purpose of the project is to involve the students more fully in the life of the school and thus to enable them to develop a more favorable attitude toward the educational process. Toward this end, student involvement has been increased through their production of a videotaped documentary of their school. Production of student radio broadcasts has also been a part of the project and has involved formation of a students "union" which negotiated a contract with teaching "management." Formation of the agreement necessitated emphasis on clearly written and presented details along with listening and concentration. Other activities have involved opportunities to stress speaking in student prepared tapes of poems, plays and role playing for classroom use. Contact: Division of Planning and Development, State Department of Education.	composition
MN PROJECT:	Planning for regional fine arts: humanities improvement in rural Minnesota. Twenty rural schools in a 30 mile radius of Cosmos are involved in a project designed primarily as a study and assessment of needs, in a cooperative planning effort to improve fine arts studies in rural areas. The project area has been divided into four five-school areas, and nationally known consultants in the various areas of specialization within the arts have been retained to visit the region. Their task is to examine on-site the feasibility of a variety of potential changes and innovations, such as increased interdistrict sharing of resources and pupils, adoption of nationally prepared curriculum materials, improved teacher training, cooperative use of staff and materials, and ways to increase opportunities for talented rural youngsters to receive intensive instruction in the arts. Contact: Division of Planning and Development, State Department of Education.	regional rural arts needs assessment

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MN PROJECT:	The ethnic arts: a curriculum model in the affective domain. This project is developing a practical model for an art curriculum which stresses the nature of being human through study and understanding of ethnic arts. Arts native to the original homelands of many American citizens have been selected. After achieving specific affective and cognitive objectives the 2nd, 3rd and 4th grade children involved advance to the psycho motor domain and create their own works following art principles of the various ethnicities. Project uses learning packets, inservice training for teachers, community involvement. Contact: Division of Planning and Development, State Department of Education.	ethnic arts teachers training community involvement
MN PROJECT:	Rural school curriculum expansion. Orr, Minnesota High School has 117 students, many of them Indian, from a 2000 square mile area, and has implemented a self-help, multi-objective program to update its course offerings and to meet more fully the needs of its students' academic abilities and future plans. The expanded curriculum encompasses nine-week course including lake biology, fish and fishing skills, taxidermy,capturing animals, bachelor survival, home mechanics, forest products, outdoor recreation and several American Indian studies, as well as college preparatory classes. Community resource people supplement the faculty. Contact: Division of Planning and Development, State Department of Education.	Indians vocational community involvement
MN PROJECT:	Implementation system - social studies objectives. With the growing utilization of systems of individualized instruction, it has become correspondingly difficult to monitor the individual progress of students with increasing amounts of achievement data. The rapidly expanding availability and use of an array of instructional materials and objectives has also increased the complexity of providing effective instruction in social studies. The focus of this project is to produce a social studies instructional management system to monitor, record, analyze and utilize data related to the measurement and evaluation of each student's accomplishment of performance objectives, as well as assist staff in identifying and retrieving appropriate instructional materials and objectives for classroom implementation. This district-wide project has applicability to social studies instruction in kindergarten through twelfth grade and involves representatives from each building and grade level. The project counteracts the traditional reliance on textbook bound methods of instruction and increases the efficiency and frequency of the use of interdisciplinary teaching in the social studies. Contact: Division of Planning and Development, State Department of Education.	social studies individualized instruction management system

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MN PROJECT:	The role of women in society. Minnesota public schools (Folwell Junior High) is implementing a course designed to enable both boys and girls to gain a better prespective of the historical, social and economic implications of the current women's liberation movement. Program was planned jointly by the health, civics and library departments in consultation with a member of the district's federal projects office. Program aims to point out physiological sex differences and distinguish between those strengths and weaknesses that are inherent and those that are environmental products, and to enable students to become more aware of high school educational choices and later vocational options and to understand better the influence of socially stereotyped attitudes upon sex roles of both men and women. One of the objectives of the project is to develop a resource guide and bibliography for students and teachers which will be readily adaptable to other school districts. Contact: Division of Planning and Development, State Department of Education.	women
MN PROJECT:	Language of dance. To emphasize the recognition that dance is a mode of communication having intellectual and conceptual substance, this project was conceived to use a humanities approach to link language as symbol - verbal, visual and aural - of communication. It focuses primarily on teaching teachers, and through them on stimulating students. Approximately 25 secondary school humanities teachers, each with a student colleague of his/her choice, are participating in the program. On five Saturdays throughout the year, the teachers and students meet and interact with nationally known personalities in dance. On two other Saturdays, teachers and students probe the "language" relationships among various art forms with composers and poets. The basic idea of each session is to expose students and teachers to the unique ways individual artists approach their "communications" problems. Contact: Division of Planning and Development, State Department of Education.	dance communication
MN PROJECT:	Children in grade schools learned about good nutrition through several new projects that were funded through Part F of the 1968 Amendments. Forty-five students from welfare or low-income families went to a class during the summer held in Moorhead. They were offered two meals each day and learned about foods, nutrition and food production. To bring nutrition education into the schools, inservice training was given to 309 teachers. Projects were carried on in 19 schools, reaching 952 students. Often the classes toured supermarkets, tying in learning about occupations and becoming a consumer. A middle school curriculum was developed in an	nutrition education teachers training consumer education

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MN PROJECT	(Continued) attempt to meet the needs of 4th through 6th graders for learning about family life, clothing, food and housing. 1972. Contact: Robert P. Van Tries, Assistant Commissioner, Vocational-Technical Education, State Department of Education.	
MN PROJECT:	Classroom aides in foreign languages. Students at Kellogg and Alexander Ramsey Senior High Schools in Roseville are supplementing their study of foreign languages by interaction with classroom aides who speak French, German or Spanish as a native tongue. Based on the premise that consistent exposure to native speakers is one of the best ways to gain fluency, the program has a three-fold objective: to improve pronunciation and vocabulary, to encourage free speaking skill and ease in conversing, and to stimulate interest and awareness in foreign language and culture. The aides, all foreign nationals, spend one day per week at the two schools. On those days all classroom activities are conducted in the foreign languages. Duties of the aides include leading small group discussions and making large group presentations concerning geography, culture and current events. Additionally, aides are available for one-to-one informal conversations with students. Contact: Division of Planning and Development, State Department of Education.	foreign language aides
MN PROJECT:	Models for artistic creativity. The idea that a student could, through an experience with a professional performing company, expand her/his ability to perceive and learn about the world of arts was the backbone of this project. The Minnesota Opera Company in Minneapolis was chosen as the model performing company for this project. Throughout the course of the project, workshops were held for groups of 60 secondary students from Minneapolis schools and their teachers. Working with professional members of the company, students wrote scripts, developed sets, dealt with managerial and artistic concerns of production and did improvisations in order to gain some first-hand knowledge about the array of skills and various artistic specialities which comprise opera. Students were chosen from each of the large workshop groups to from a company which wrote and produced two operatic improvisations which toured various schools in Minneapolis. Contact: Division of Planning and Development, State Department of Education.	music

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MN	PROJECT:	Parental involvement in traffic safety education. St. Cloud has initiated a program to train volunteer parents to give their own youngsters behind the wheel training after they complete classroom instruction at school. In addition to becoming involved with his or her own child, the parent becomes involved in the school as she/he assists in designing and teaching a course. A guide for behind the wheel lessons has been prepared specifically for the parent involvement program, including such units as downtown traffic, multi-lane highway driving and night driving; the guide also contains evaluation instructions and a reference bibliography. Parents are trained on school owned equipment including a driving range and automobile simulator. They can then use these facilities with their own youngsters in addition to their home-owned laboratory, the family car. Contact: Division of Planning and Development, State Department of Education.	driver education parent participation
MN	PROJECT:	Computer applications in social studies. The application of computers as tools for problem-solving, simulation and demonstration of the dynamics of social phenomena has yet to be extended to the social studies. The Minnesota School Districts Data Processing Joint Board (TIES) and the Twin Cities Metropolitan Educational Research and Developmental Council (ERDC) serve school districts in the metro area enrolling approximately one-half of the students in Minnesota. Together the TIES instructional products staff and ERCS social studies service center have planned and developed a project to encourage and support computer use in the social studies classroom. The primary focus is on simulations and programs for student analysis of social science data (economics, political science, history and sociology). Teacher inservice training is provided. Contact: Division of Planning and Development, State Department of Education.	social studies computers teachers training
MS	HB 773	ENACTED. Authorizes school boards to turn recreational areas over to the control of supervisors during summer months.	recreation
MS	SB 2139	ENACTED. Provides for the establishment and maintenance of a drug education program in each school district of this state; to provide for the training of drug education specialists; and for related purposes. The state board of education is hereby authorized to develop a program of drug education to be used in every school district of the state which shall be directed towards students, in both public and nonpublic schools, adults and community organizations.	drug education nonpublic adult education teachers training

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MO PROJECT:	Conceptually Oriented Mathematics Program in Columbia Public Schools. A managemental program that is both diagnostic and prescriptive. Students are tested to determine their individual strengths and weaknesses and are instructed accordingly. The program provides continuous progress until the student is ready for algebra. Two major areas of concern for today's educators are the subject-centered curriculum which fails to recognize individual differences in students and the self-contained classroom which encourages students to fit textbook molds. COMP is a student oriented program that places the focal point of enrichment on the student. The teacher acts as a classroom manager rather than lecturer. While the student is progressing through a concept in a given level, the teacher is offering guidance and using innovative teaching aids suggested in COMP. The nongraded policy of the Conceptually Oriented Mathematics Program has received very favorable reactions on the part of the student, parent and teacher. Title III ESEA. Project Director: Alta M. Harness, Hickman High School, Columbia, Mo. 65201.	mathematics diagnostic prescriptive
MO PROJECT:	Drug information and attitude development in Ferguson Public Schools. The drug abuse education project in the Ferguson-Florissant School District is a comprehensive K-12 program designed primarily to train teachers and develop curriculum in the area of drug abuse. During three years of the project, instructional units will be developed in all grade levels and will be implemented in the district schools as part of the ongoing instructional program. The curriculum is being developed and implemented by district teachers who have taken part in a training program that includes an introductory workshop in drug abuse education followed by a three-hour graduate level course designed to prepare teachers to write drug abuse curriculum. Title III ESEA. Project Director: George R. Fritz, 1896 S. Florissant Road, Florissant, Mo. 63031.	drug education teachers training
MO PROJECT:	Kirkwood paraprofessional plan in Kirkwood Public Schools. The basic purpose of this program is to increase counselor contact with secondary students, parents and faculty through employing and training paraprofessionals to assume some counselor oriented functions, an updating of training of counselors and teachers in the skill of behavioral contracting and accurate empathy and by training teachers along with counselors in these skills, and providing for free classes for parents who wish to be more effective with their adolescent children. Title III ESEA. Project Director: Robert J. Mosby, 516 S. Kirkwood Road, Kirkwood, Mo. 63122.	counseling paraprofessionals teachers training

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MO PROJECT:	Reading diagnostic center in Lincoln University Laboratory School. Students are tested for mental capacity, achievement, for formal and informal diagnosis, personality adjustment and visual and audio capacities. On the basis of the information obtained from records, observation and test results, some of the children are referred for medical or psychiatric examination. Upon completion and analysis of the diagnosis of each pupil tested, the staff develops and initiates a remediation program, which is sent to the child's school with instructions for the teacher. The center is developing an inservice program for teachers of the schools included in the project so that the teachers will become more proficient in dealing with developmental reading and with "corrective" and "remedial" reading cases. Title III ESEA. Project Director: George L. Johnson, Lincoln University, Jefferson City, Mo. 65101.	reading diagnostic teachers training
MO PROJECT:	Children's reading clinic at Northwest Missouri State College Laboratory School. The project is concerned with the improvement of reading achievement of children in a seven county area. Children with special reading problems are brought to the clinic facility for formal reading diagnosis. Case study reports describing the child's strengths and weaknesses are then forwarded to the referring school along with recommendations for future instruction. By school visits throughout the year, clinic staff members follow up the child's progress and make any needed changes in recommendations for instruction. During the summer special reading classes are conducted at the children's reading clinic. Project Director: Vernon R. Kostohryz, Northwest Missouri State College, Maryville, Mo. 64468. Title III ESEA.	reading diagnostic teachers training
MO PROJECT:	Environmental ecological education in Parkway Public Schools. Project is developing an inquiry oriented, interdisciplinary program which will provide inservice workshop training for selected teachers, an outdoor environmental interpretation center for basic field research and utilization of outdoor laboratory equipment in problem solving, the opportunity and skill to develop curriculum materials and activities to be used with educable mentally retarded and orthopedically handicapped students during the summer, and a five-day resident environmental education program for all students during their sixth grade. Title III ESEA. Project Director: Verlin M. Abbott, 455 North Woods Mill Road, Chesterfield, Mo. 63017.	environment teachers training mentally retarded handicapped

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MO	PROJECT:	Talking texts and tests in Pattonville Public Schools. This project seeks to produce a compatible bookless curriculum for students with severe reading problems in the regular classroom program, through a pilot eighth grade project using experimental and control groups, one utilizing the regular printed curriculum and the other using an audio-instructional program using cassette materials produced by the project. Title III ESEA. Project Director: Marlin Jackoway, 115 Harding Ave., Maryland Heights, Mo. 63043.	reading audio materials
MO	PROJECT:	Individualized large typing class instruction in Berkeley Public Schools. The project's goal is to reduce student failures, improve individual learning and provide for more extensive training in business education. Materials developed for individualized instruction in three major areas (vocational, college-bound and personal) include minipaks, carousel slides, cassette tapes and filmstrips. Pacesetters are used for students who are working toward increasing typing skills, particularly speed and accuracy in typing. Teacher assistants and graders are utilized in these classes, which may be as large as 75 students. Title III ESEA. Project Director: Louise Blake, 8710 Walter Ave., Berkeley, Mo. 63134.	typing individualized instruction
MO	PROJECT:	Upgrading reading in content areas in Brentwood Public Schools. After concluding that many students had not been taught to read and understand content in various disciplines, and that many teachers simply assumed students could handle material without specific instruction, this project was initiated to change the behavior of the classroom teacher with regard to reading in the four major content areas in grades 9-12, and thereby reduce the number of students in these grades who are reading at the frustration level in the content area. Teaching units developed by teachers during a summer workshop are being taught during the current school year. The units place special emphasis on vocabulary, concepts, outlining, categorizing, etc. Additional workshops for teachers are scheduled. Subject areas include social studies, science, mathematics and English. Title III ESEA. Project Director: Mark R. Lumb, 1775 Parkridge Ave., Brentwood, Mo. 63144.	reading teachers training
MO	PROJECT:	Diagnostic reading instruction project in University City Public Schools tests a model for confronting the problem of reading by attempting to improve reading instruction. Classroom teachers are the target group, and it is expected that children will benefit ultimately through the reading program provided by their teacher. There are three major goals: (1) to train a group of reading specialists-consultants, skilled in providing	reading diagnostic individualized instruction teachers training

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MO PROJECT:	(Continued) services and training to classroom teacher; (2) to design an instructional system for diagnostic reading instruction and help to put it into practice in the schools; and (3)to instruct classroom teachers in techniques for providing reading instruction to children which is individualized, differentiated, and based upon diagnostic information. Title III 306. Project Director: Alvin P. Sokol, 7220 Waterman Ave., University City, Mo. 63130.	
MO PROJECT:	Drug abuse prevention education in DeSoto Public Schools. The ultimate goal of the project is to develop a comprehensive drug education program to serve the public and parochial schools. The primary objectives are: to provide drug education and training for faculty; the formation of a community advisory committee; to establish a community-wide drug abuse education training program for adults; to establish a professional drug abuse library for faculty; and to write and produce a curriculum guide for drug abuse prevention education K-12. Project Director: Jerry Owen, Desoto, Mo. 63020.	drug education nonpublic teachers training adult education
MO PROJECT:	Missouri environmental studies approach in Kirksville Public Schools. In four-week summer sessions, teachers have experiences in environmental studies supplied by community resource people and field trips. This experience is applied in the classroom with consultative help from project staff. The curriculum materials are non-disciplinary (or interdisciplinary), and are designed to engage students at any grade level (1-9) with their immediate external environment and with their own personal internal environment. Teachers act as support people, not as decision makers. Title III ESEA. Project Director: Dean A. Rosebery, Northeast Missouri State University, Kirksville, Mo. 63501.	teachers training environment
MO PROJECT:	Intermediate grades accelerated reading in Nixa Public Schools. Grades 5-7. Program focuses on the average and above average student, providing a challenge to perform at top potential. Three phases of the program are: reading laboratory, where functional skills are stressed; library, where the student is motivated to read as much as possible; and classroom, where the student works in small groups, is encouraged to think creatively and critically, and to express his opinions. A five-day workshop has been designed to aid the classroom teacher in developing expertise in the teaching of reading. Title III ESEA. Project Director: Villa Ann Glenn, Route 1, Nixa, Mo. 65714.	reading acceleration

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MO	PROJECT:	Right to Read Reading Clinic in Parkway Public Schools. Grades 1-6. Designed to strengthen the total reading program, this project functions in cooperation with the reading specialists, teachers, counselors and other workers in the reading area. Goals are cooperation with school personnel in selection of students for the clinic's services, intensive diagnosis of students, case studies, individual remedial instruction, counseling services for both parents and children, and the provision of diagnostic and instructional techniques to teachers through inservice training. Title III ESEA. Project Director: John C. Borsa, Jr., 455 North Woods Mill Road, Chesterfield, Mo. 63017.	reading teachers training
MO	PROJECT:	Guidance and counseling teams in University City Public Schools. The purpose of this project is to update and bring the counseling services back into the mainstream of student needs and focus its activities on the present situation; and to provide a broader base for feedback on student, teacher and community needs, and how the guidance department is meeting them. In order to help meet these needs a counseling team program was developed by staff members on the elementary and secondary levels. Each team is made up of counselors, teachers, students and a paraprofessional. A summer workshop was held for the teams. Title III ESEA. Project Director: Norman Polsky, 725 Kingsland Ave., University City, Mo. 63130.	guidance counseling team teaching
MT	SJR 17	ADOPTED. Encourages the public schools to include in their curricula courses on Indian history, culture and contemporary affairs; and teacher-training institutions to provide programs specifically designed to prepare teachers to teach Indian children.	Indians cultural
NB	PROJECT:	Cultural heritage program in Winnebago Public Schools. To provide a cultural heritage program for K-6 students in Winnebago, including the literature, history, mythology, ethnology and arts-crafts of all major student groups. Local people provide the primary input into the program by working with students to teach them the cultural aspects of the groups they represent. A Title III project. Contact: State Department of Education.	cultural heritage
NV	HB 193	ENACTED. Increases state apportionment and maximum laboratory fee for automobile driver education.	driver education finance
NV	SB 210	ENACTED. Repeals provision requiring private schools to teach in the English language.	nonpublic bilingual foreign language

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NH HB 905	ENACTED. Requires that public schools provide instruction relative to infirmities caused by drugs and venereal disease.	drug education venereal disease
NJ A 839 Ch. 20	ENACTED. Requires the two year American history course in high school to include materials dealing with the history of the Negro in America; applicable to academic year commencing September 1973 and thereafter.	Blacks history
NJ ACTIVITY:	Conferences on the use of multi-ethnic materials in the classroom K-12. Contact: The Office of Equal Educational Opportunity, State Department of Education.	ethnic groups
NJ ACTIVITY:	Science, business education, social studies and home economics team are to design a consumer education program that broadens consumer learnings. Contact: Sue Byles, Teacher, Caldwell High School, West Caldwell, N.J.	consumer education
NJ ACTIVITY:	The consumer education specialist designs and implements consumer education programs for mothers of prekindergarten children at local elementary schools. Programs are based on consumer interest and needs of pupulation being served. Mothers also learn how to assist their children in acquiring consumer knowledges. Contact: Helen Emmy Bell, Teacher, Willingboro Adult School, Willingboro, N.J. 08016.	early childhood consumer education adult education
NJ ACTIVITY:	New Jersey is one of two states in Federal Region I that continues to have an ongoing survival and safety education program. The Bureau of Emergency Preparedness Education attempts to incorporate education and training programs to provide essential skills and information to students K-12 on survival in natural and man-made disasters. Schools are provided with free textbooks, games, films and cassettes. School administrators, officials and teachers are given workshops to demonstrate new curricula material. It is estimated that 55,000 New Jersey students will be trained in fiscal year 1973-74 in eight hours or more of safety and survival education programs. An additional 20,000 students will receive 1-7 hours of this instruction. Contact: State Department of Education.	emergency preparedness
NJ ACTIVITY:	Stanley, the Friendly School Bus. School districts in New Jersey are given the opportunity to provide to children a personalized version of a day in the life of a school bus. The unit establishes a program of safety and a companion teaching manual to assist the classroom teacher in setting up a coordinated method of instruction. Contact: State Department of Education.	safety education transportation

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NJ ACTIVITY:	"Man and Environment," a television series (15 segments, one half hour each) sponsored by the New Jersey Education Association, the New Jersey State Department of Education and the New Jersey State Council for Environmental Education. Individual subjects range from "Earth as an Energy System" to "A Responsibility to Future Generations." Series was incorporated into a full-semester credit course for several colleges, and is available for on-campus use in high school or college courses. In addition to the film series, the New Jersey Education Association has coordinated the preparation of a "Man and Environment" textbook for students and a teaching guide for instructors.	environment
NJ PROJECT:	Foreign language video tapes. The division of curriculum and instruction has produced 21 one-half inch video tapes treating various areas of foreign language education. The presentations are from 20 to 50 minutes each and are intended for viewing by teachers during regular departmental meetings. They are loaned without cost except for postage. Contact: Paul Hilaire, Branch of Administrative, Supervisory and Curriculum Services, State Department of Education.	foreign language video tapes teachers training
NJ PROJECT:	Right to Read Program. The New Jersey Right to Read Program is designed to implement a statewide plan leading to the improvement of reading instruction in all schools within the state. The plan contains two phases. Phase I (1973-74 school year) will include training of selected county and diocesan personnel in those processes necessary to implement the state plan. Phase II, beginning September 1974, will include training of local district representatives by state/diocesan personnel. The local staff members will be responsible for implementing the concepts of the state plan in local schools. Contact: James Swalm, Branch of Administrative, Supervisory and Curriculum Services, State Department of Education.	reading nonpublic
NJ PROJECT:	SB 839 mandates that Afro-American history be included into American History I and II on the secondary level of instruction. The department of education's branch of urban education has been given the responsibility of planning, developing and installing programs of inservice training for secondary teachers to teach Afro-American history. The branch will also provide research, dissemination strategies and curriculum revision techniques. Contact: James Lake, Branch of Urban Education, State Department of Education.	Blacks history teachers training

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NJ	PROJECT:	Pollution control education center (Union). Environmental education; kindergarten through adult education; district design of instructional materials; multi-media techniques. Nationally validated by OPD/USOE. Director: Charles Murphy. Contact: Robert Ward, State Director of Educational Development, State Department of Education, 1000 Spruce St., Trenton, N.J.	environment early childhood adult education media
NJ	PROJECT:	Educational services for pregnant teenagers (New Brunswick). Training in home management and nutrition; individualized instruction, pediatric and psychological counseling; unique facilities. Director: Anna Kelly. Nationally validated by OPD/USOE. Contact: Robert Ward, State Director of Educational Development, State Department of Education, 1000 Spruce St., Trenton, N.J.	home economics counseling individualized instruction pregnant students
NJ	PROJECT:	Individualized language arts (Weehawken). Individualized diagnosis, prescription and evaluation; correlation of writing with content areas, reading, speaking and listening. Nationally validated by OPD/USOE. Director: Jeanette Alder. Contact: Robert Ward, State Director of Educational Development, State Department of Education, 1000 Spruce St., Trenton, N.J.	language arts diagnostic prescriptive
NJ	PROJECT:	Moppett: a K-6 humanities program (Woodbridge) develops a humanities curriculum; original lessons available; student and teacher use of media. Nationally validated by OPD/USOE. Director: Alfred Kohler. Contact: Robert Ward, State Director of Educational Development, State Department of Education, 1000 Spruce St., Trenton, N.J.	humanities media
NM	HB 182	ENACTED. Provides for motorcycle driver education in schools.	driver education
NM	SB 421	ENACTED. Provides for bilingual-multicultural education with emphasis on kindergarten through third grade, coordinating with early childhood education provisions. Emphasizes mother language/culture instruction with individualization to meet specific, local needs.	bilingual bicultural
NM	SJM 2	ENACTED. Prohibits sex discrimination in all public sponsored athletics.	athletics sex discrimination
NM	SJM 13	ENACTED. Requests state board of education to adopt regulations requiring that all schools implement a program of social studies in every grade relating to the sociological aspects of history, geography and literature with an emphasis on the regional facets of the studies in order to inculcate local pride and inspire a love and understanding.	social studies

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NY	A 1255 Ch. 137	ENACTED. Permits foreign veterinarians studying in a college of veterinary medicine to practice veterinary medicine under supervision.	postsecondary veterinarians
NY	A 4051 Ch. 1033	ENACTED. Children in grades 7-12 shall be examined for use of dangerous drugs. The examinations shall be made only with the written request of parents and shall be administered without notice to the child. Results are to be reported to school authorities, social service departments and parents, but such reports may not be used for law enforcement purposes and shall be confidential. There is provision for exemptions based on religious considerations.	drug abuse confidentiality
NY	A 6631 Ch. 628	ENACTED. Requires the commissioner of motor vehicles to issue a certificate of completion to every student who successfully completes an approved driver education course in a day, evening or summer program in a public or private school.	driver education nonpublic
NY	A 7460-A Ch. 779	ENACTED. The education department shall maintain inventory of educational resources for teaching environmental conservation.	environment
NY	A 8131 Ch. 720	ENACTED. The sum of $1.5 million is appropriated for programs of bilingual education.	bilingual
NY	S 3940 Ch. 677	ENACTED. New provisions for drug abuse treatment programs conducted by local agencies including schools.	drug abuse
NY	S 4258 Ch. 313	ENACTED. Amends the education law to substitute the words "family practice" for the words, "general practice."	medicine postsecondary
NY	S 4853-A Ch. 797	ENACTED. Requires the state department of environmental conservation to make provision in the design and construction of environmental conservation centers for access for handicapped persons.	environment handicapped
NY	S 5235-A Ch. 946	ENACTED. School courses in highway safety shall include bicycle safety.	bicycle safety
NY	S 5347	SUBSTITUTED BY A 4051 (which was enacted as Ch. 1033). School districts are authorized to examine children in grades 7-12 to ascertain whether they are using dangerous drugs. The written consent of the child's parent is required.	drug abuse
NY	S 6381-A Ch. 953	ENACTED. applies to United States citizens who attend foreign medical schools, and provides a manner in which they may qualify for licensure by combining their education with one academic year of supervised clinical training in a medical school approved by liason committee on medical education, and by completing the postgraduate hospital training	medicine postsecondary

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NY S 6381-A Ch. 953	(Continued) and passing the licensing examination required of all candidates. This act would relieve applicants of the necessity of completing internship and social service requirements of foreign medical schools, and of passing the preliminary examination given by the Educational Council for Foreign Medical Graduates.	
NY ACTIVITY:	Bilingual testing. A series of activities designed to develop better measurement instruments in Spanish are being carried out by the Division of Educational Testing, and Education Evaluation, as follows: (1) high school equivalency examination (completed); (2) Spanish language version of the New York State mathematics achievement tests (PEP) for grades 3,6,9 (completed); (3) Spanish forms of the New York State regents examination in ninth year mathematics; (4) Science tests for Spanish monolingual students in grades 1-3; test items will be cross referenced to units in the state course of study (under way); (5) Test for measurement of Spanish, English linguistic skills as taught in bilingual education programs. Areas of reading, listening, speaking and writing will be studied in order to devise test forms usable for both diagnostic, placement and pre- and post-testing (under way). Contact: Victor Taber, Director, Division of Educational Testing; and Alan Robertson, Director, Division of Education Evaluation, State Education Department.	bilingual testing
NY ACTIVITY:	School bus safety instruction program. This program, consisting of a 30-minute film, video tape, film strips and audio cassettes, teachers' guides and pupil materials, is aimed at promoting safety habits on school buses among elementary school (K-6) students. Contact: Richard R. Ahola, Associate, Bureau of Special Educational Management Services, State Education Department.	safety education transportation
NY ACTIVITY:	The regional development reading coordinators. State leadership, as pledged in the Regents' Position Paper, No. 12, Reading, should encourage better regional arrangement for supportive services. To help enforce this commitment, the bureau of reading education has developed a regional reading plan. The intent is to increase the participation of local districts and BOCES in program planning and implementation. State services will thus be more directly responsive to local needs. Program design, evaluation and inservice education will be improved through such cooperative efforts. As early as September 1972 regional development in reading began in five regions: Nassau County, Lower Hudson, Capital District, Central Western and Western. In each of these regions, a regional development consultant designed and provided extended reading services to the local school districts	regionalism BOCS reading teachers administrators training

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NY ACTIVITY: (Continued) through BOCES and ESEA Title III sharing funding. The regional development program in reading was essentially designed to: (1) create and deliver new reading services to local districts by surveying needs and resources within a region; matching districts with common needs for shared programs; drawing BOCES, college and university as well as state education department resources to support regional activities; developing support systems to aid local districts in planning, review and revision; providing specific expertise in reading; meeting long-range needs in succeeding years; and integrating program through cooperative regional-state action; (2) provide orientation in the use of new state education department resources such as inservice resource kits, a bank of instructional objectives, comprehensive planning in reading, and right to read program planning and evaluation; (3) coordinate the many existing reading services in the region in such a way as to increase impact, prevent duplication of effort, draw on all exisitng resources and secure additional resources by pooling support and extend state projects such as ALERT.

During its first year of operation, the regional development program provided: (1) inservice designs for districts with common needs; (2) orientation of reading specialists and administrators in the content and use of inservice resource kits; (3) organization of subsidiary ALERT networks; (hands-on workshops for teachers in creating reading-related activities; (4) administrative workshops introducing SPPED in the interpretation of PEP developments; (5) regional newsletters, rosters of reading resources, centers and exemplary programs; and (6) involvement in interdistrict reading advisory councils and task forces representing both public, nonpublic schools and related professional organizations, colleges and universities for planning and implementation of programs. A United States Office of Education Right to Read grant of $330,000 announced in June 1973 enabled the bureau of reading education to continue development of comprehensive reading plans. Twelve BOCES offices across the state will now be involved in the program during 1973-74.

Participating BOCES have hired reading consultants to serve on their staff with salary defrayed in part by ESEA Title III and Right to Read funding. Forty-three local school districts, including seven in New York City, have been selected to participate in the reading improvement program. Selection was made on the basis of needs and commitment. Management training workshops will be begun in October and continued throughout the year. Teams of two associates have been assigned to

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NY ACTIVITY: (Continued) work directly with the regional consultants in the Right to Read comprehensive reading plans in the selected districts. The three New York City associates in reading will work specifically with the Right to Read New York City Districts. Large networks of school districts will soon be involved in a liaison with the state education department through this regional management system. The schools have committed themselves to the comprehensive reading plan. Contact: Alberta C. Patch, Associate, Bureau of Reading Education, State Education Department.

NY ACTIVITY: The New York State talent network. The School of Orchestral Studies of the New York State talent network was established at the Saratoga Performing Arts Center, in the summer of 1970, under the cosponsorship of the division of the humanities and the arts, state education department; the Saratoga Performing Arts Center and the New York State School Music Association, in cooperation with the Philadelphia Orchestra Association. One hundred of the state's most talented instrumental students are screened annually, through the statewide adjudication of 35,000 students, for membership in the school. Directed by Maestro Eugene Ormandy, these outstanding student musicians are immersed for four weeks in orchestral literature, the problems of ensemble and the experience of orchestral performance under the instruction of first-chair members of the Philadelphia Orchestra. Within each week, every student participates in four hours of sectional rehearsals, two hours of coaching, 18 hours of orchestral rehearsals, four hours of seminars in music history and theory and attends ten hours of Philadelphia Orchestra rehearsals. Students are also free to contact any member of the orchestra with whom they may wish to study on a private basis. Tuition, room and board for the entire program is $525 per student. Scholarships are awarded in amounts from $50.00 upwards, on the basis of need and ability. These funds are applied to the cost of instruction, room and board. In addition, all students receive $125 worth of free tickets to all concerts presented at the Saratoga Performing Arts Center by the Philadelphia Orchestra and to weekly chamber music programs. Contact: A. Theodore Tellstrom, Chief, Bureau of Music Education, State Education Department

music

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NY PROJECT: The production of video tape, self-learning and general instruction systems is a major activity. It embraces a project on ecology. This has been a series of television programs produced by the New York State Education Department with the United Nations. The thrust of the series is to make people conscious of environmental needs and the problems attendant to such elements as the destruction of our waters, the irrevocable pollution of our air, the continuous uses of natural resources to provide transportation, the diminution of available species and the effects of disappearing species on ecological balance. This series was carefully constructed with specific content descriptions by the state science service. The series is designed as either an in-class or self-study series with an accompanying self-instruction booklet, and has broad general audience appeal as well. The instruction format has been accepted and approved intracontinentally. It is currently being used by the Canadian education and communications authorities of the Province of Ontario and will be translated by them into the French language for additional rebroadcasting in that language. Contact: Bernarr Cooper, Chief, Bureau of Mass Communications, State Education Department.

environment
video tape

NY PROJECT: A project in the production of video tape materials relates to health and includes three film modules in a self-awareness series on drug abuse. These are designed to help students deal more maturely with the issue of drug abuse, and are designed to be experiental devices. No cognitive material is presented. The goal of the three modules is to formulate a series on drugs helping each student to become more aware of his own feelings and attitudes. The thrust of the three film modules suggests that true self-awareness leads to more responsible decisions and behavior with respect to drugs. The modules act as a catalyst to stimulate honest feelings related to drug abuse. The outcomes sought are for each participant to decide for himself on the basis of his own feelings what involvement he wants with drugs if any. Contact: Bernarr Cooper, Chief, Bureau of Mass Communications, State Education Department.

drug education
video tapes

NY PROJECT: The state education department received a grant from HEW under special project grants of the ESEA Title VII. Will research, produce and make available 78 15-minute programs, the direct intent of which is to eliminate the negative effects of racial conflict. These programs will be geared to the preschool through second grade age level. Materials should be available in January 1975. Contact: Bernarr Cooper, Chief, Bureau of Mass Communications, State Education Department.

minorities

CURRICULUM

NY PROJECT:	The education department is now seeking state funds to establish the New York State Summer School of the Arts in the summer of 1974. This school will provide instruction by the nation's greatest artists in ballet and modern dance, theatre, visual arts, film-media, and choral studies. It will include the School of Orchestra Studies. This represents a major effort to provide a special program and learning environment for the most talented youth of New York State. Contact: A. Theodore Tellstrom, Chief, Bureau of Music Education, State Education Department.	summer school arts
NY PROJECT:	Guggenheim Museum program involves the teaching of reading using the arts as motivation. Approximately 130 eligible children in grades 4,5,6 are selected for participation in the program. They travel to lower Manhattan in order to take place in program activities at the Westbeth Building. The children attend workshops in sculpture, painting, drawing, theatre, moviemaking, etc. Each of these workshops is taught by an artist who is a professional in his respective field. In addition, professional reading teachers are also employed and the children are compelled to attend reading classes with these personnel. The reading activities of the program are varied. In addition to the actual reading lessons given by the reading teachers in a reading room which uses solely reading materials related to the arts that the children are studying, each child must keep a running log of his progress in his arts class as well as write one or two reports on artists of his own selection. All the childrens' written work is constantly checked both by the professional artist and by the reading teacher. Gains in reading achievement as a result of this program have been greater than gains made in any other Title I, ESEA proposal in the city. There was more than a one-month gain for one-month participation in 1972-73. The gains for the summer Guggenheim Museum Program 1973 have been four months for a two-month treatment. Contact: Gene Satin, Director, Office of State and Federally Assisted Programs, Central Board of Education of the City of New York, 110 Livingston St., Brooklyn, N.Y. 11201.	reading arts motivation
NY PROJECT:	Bilingual resource center. A clearinghouse and resource center on bilingual education and programs. This service assists persons involved in planning, developing and implementing effective bilingual programs. An ESEA Title III project. Contact: Gloria ZuaZua, 110 Livingston St., Room 222, Brooklyn, N.Y. 11201.	bilingual resource center

CURRICULUM

NY PROJECT: Math laboratory exceeds objectives. In 1972-73, District 31 in New York City (Staten Island) implemented a diagnostic and prescriptive approach to eliminating gaps in pupil mathematics skills. An individual profile of strengths and weaknesses in concepts and computation skills was developed for each pupil in the remedial treatment. Prescriptive activities based upon the student profiles were generated and carried out in the math lab room through the services of math resource teachers (specialists) and educational assistants. Each participant received a concentrated Title I funded remediation program of at least five periods each week from October to June.

mathematics
prescriptive

The target population was determined to be severely disadvantaged in mathematics in grades 3 through 8. For example, the fifth grade treatment group demonstrated a mean pretest score of second grade, seventh month (2.7 in grade equivalent units) on the Stanford Diagnostic Arithmetic Test (SDAT) in October. This is roughly equivalent to being almost two and one half years below grade level. The district allocated approximately $543 per pupil to help mathematically disadvantaged learners achieve at a rate beyond the rate of growth which occurred prior to intervention by the Title I funded activities. The target population (N = 412) averaged 18 months growth in achievement across the seven-month time period between the pre- and post-test administrations of the SDAT. Contact: Barbara Maginley, Coordinator for ESEA, Title I, Community School District #31, 211 Daniel Low Terrace, Staten Island, N.Y. 10301.

NY PROJECT: Bilingual elementary school. Serves first graders whose home language is Spanish and who are expected to enter school without the linguistic and readiness skills which would enable them to succeed in the primary grades. Parent workshops are conducted in addition to the special academic and social training offered to students. The goals of the program are to enable participating children to function academically on a par with English-dominant students while simultaneously encouraging proficiency in Spanish and to develop within these children a positive orientation towards school and learning. An ESEA Title III project. Contact: Mario Le Magne, Community District #14, 310 S. First St., Brooklyn, N.Y. 11206.

bilingual
parent participation

CURRICULUM

NY PROJECT:	Upstate reading program. Phoenix Central School sponsored an ESEA, Title I project entitled "Corrective Reading Program for the Economically and Educationally Disadvantaged Students in the Phoenix Central School" during the 1973 school year. This project provided a multi-media based remedial reading program for approximately 145 students spanning grades 1-7. About $49,249 purchased services and resources sufficient to provide 40 weeks of remedial instruction lasting one half hour each day for each pupil. The project operated in five schools, each school being provided with language masters, controlled readers, videotape recorders, films, cassettes, tachistocopes, phonics transparencies, records on phonics and overhead projectors. As usual, the pre- and post-test scores were collected for 80 elementary and 52 early secondary participants. Approximately seven months elapsed between test administrations. The early elementary pupils (40) average 10 months gain, the later elementary pupils (40) averaged 13 months gain, and the secondary pupils (52) averaged more than 21 months gain in vocabulary and comprehension skills, as measured by the Gates McGinitie Reading Survey. Contact: John R. Rowland, Elementary Principal, Phoenix Central School, Cherry Street School, 822 Cherry St., Phoenix, N.Y. 13135.	disadvantaged reading media
NY PROJECT:	Southern Cayuga Atmospherium-Planetarium. Bridges the gap between the classroom and fields of earth and space sciences. Center simulates the day and night sky through use of a unique projection system there by demonstrating both meteorological and astronomical phenomena. A lab and educational program is also provided in addition to learning packets for use in home schools. An ESEA Title III project originally, now operating on local funds. Contact: Andrew Oliver, Southern Cayuga Atmospherium-Planetarium, Poplar Ridge, N.Y. 13139.	science
NY PROJECT:	Instructional support system. A K-9 reading and mathematics model based upon behavioral objectives oriented instruction supported by computer processing of criterion referenced tests. Instructional support system aides in individualizing instruction by thus monitoring the achievement by students of instructional objectives and by providing reports on progress and curriculum analysis to teachers, pupils and supervisory personnel. An ESEA Title III project. Contact: Thaddeus Obloy, Guilderland Central Schools, State Farm Road, Guilderland, N.Y. 12084.	individualized instruction behavioral objectives mathematics reading

CURRICULUM

NY PROJECT: Reading in Spanish. In 1973, New York State District 19 initiated a bilingual program to provide bilingual reading and English as a second language (oral fluency and reading) instruction for 2,600 participants in grades 1-8. The project cost $1,010,212 and provided 40 weeks of instruction. Each student participated an average of 26 hours a week.

The component made use of bilingual educational assistance, bilingual teachers in school and community relations, and teachers of English as a second language in a team teaching approach to provide daily instruction to children of Hispanic background whose only language was Spanish. Primarily, the students were taught basic reading skills in Spanish, with English being gradually introduced into the instruction. Math and science skills were taught in both languages. Intermediate and junior high students were also instructed in areas such as shop, music, art and physical education. To measure achievement in reading Spanish, the project personnel administered a reading diagnostic instrument developed in New York City by Prep Consultants, Inc., specifically prepared by Chaves, Lahn and Cutler. A sample of 303 students was pretested in January 1972, yielding an average raw score of 97.1 on the same device. While the instrument has not yet been standardized to the extent that most commercially prepared devices (in English) have been, the preliminary evidence indicates that ESEA, Title I efforts are promoting increased achievement for bicultural disadvantaged learners. Contact: Myron Post, Director of Reimbursable Programs, Community School District #19, 2057 Linden Boulevard, Brooklyn, N.Y. 11207.

bilingual

NY PROJECT: Redesign for mathematical relevancy. Facilitates student's cognitive and affective growth in mathematics through need-fulfilling and rewarding experiences. Students are involved in their own identification, learning activities design and personal growth evaluation. Teachers receive training in individualized instruction and techniques allowing increased student involvement in classroom planning. An ESEA Title III project. Contact: Robert C. Goldsmith, 65 Court St., Brooklyn, N.Y. 11201.

mathematics
individualized
instruction
teachers
training

NY PROJECT: Procedures and resources for teaching ethics in elementary and secondary schools. Students are taught to examine ethical dilemmas and to resolve them through a decision-making process. Teachers are trained in the use of the process and in curriculum development. An ESEA Title III project. Contact: Anthony Mesmer, Vestal Central Schools, Main St., Vestal, N.Y. 13850.

ethics

CURRICULUM

NY PROJECT: GERIS (Graphics Expression Reading Improvement System) is a project designed to capitalize on the importance and interest which children place on media, generally, and television, specifically, for the purpose of motivating them to improve their reading skills. The GERIS system incorporates the use of relatively low cost, self-contained closed circuit television equipment as the basic motivational tool. Through a series of carefully planned steps, children are first trained to develop skills in producing television tapes with multiple camera switching and special effects (e.g., split screen) techniques. Having mastered the basic skills and having developed an excitement to proceed with a program topic of their own, children are led through a series of steps including researching for information, incorporating the information in a script outline, preparing a script and visuals, oral reading "rehearsals" and, finally, the video production. It is in this process that a self-realization of reading skill deficiencies regularly occurs and children find purpose and evince receptivity for reading instruction.

reading
television
motivation

Recent evaluation of the GERIS pilot program in the Uniondale Public Schools indicates that the most dramatic improvement in reading takes place with children in the middle elementary grades, although good results have been achieved at the secondary level. Further, the evaluation of test results provides convincing evidence that a very significant improvement in reading skills occurs on a large scale in children for which the system is provided. An additional advantage of GERIS has been found in the changes in the general attitudes toward school produced as a result of exposure to the system. Administrators and teachers note significant, positive changes in behavior (e.g., reduced truancy) and a general improvement in academic performance.

The system requires a minimum of training and materials to install. Hardware costs between $7,000 and $8,000 per system. Programmed to capacity, each hardware system handles 60 children per year. On a five-year amortization base on hardware costs, the unit cost per child per year is $37 including expendable materials (e.g., video tape). The state education department has prepared training materials for the promulgation and installation of the system. These include an introductory video tape and film in addition to an extensive guidance manual. Contact: Lucile A. McCabe, Room 476 EBA, State Education Department.

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NY	PROJECT:	20-20 Vision. Addressed to the need of educating young people for living in the future. The objective is to teach pupils to be able to cope with the situations they will meet throughout their lives, to learn to control conditions which will be manageable by them, and to be able to live lives which they find personally satisfying. An ESEA Title III project. Contact: George R. Krahl, 228 Main St.(Rear), Oneida, N.Y. 13421.	
NY	PROJECT:	District 10 health and drug education program. Training in individualizing instruction (specifically through the use of computer based resource units) and using small group techniques is offered to health instruction teachers so that a comprehensive program can be provided in both public and nonpublic schools for students, faculty, parents and other community residents. An ESEA Title III project. Contact: Paul Boroff, District Office #10, 3961 Hillman Ave., Bronx, N.Y. 10463.	individualized instruction health education drug education computers nonpublic community involvement
NY	STUDY:	Health education. To develop recommendations to the regents on the educational needs of several health professions. Contact: Lorenz M. Worden, Bureau of Research in Higher and Professional Education, Twin Towers, Room 1923, Albany, N.Y. 12210.	postsecondary health careers
NY	STUDY:	Legal education. To assess the need for new legal education programs contingent on the inequity of proposed programs relative to existent programs and on the needs of society for legal services. Contact: Lorenz M. Worden, Bureau of Research in Higher and Professional Education, Twin Towers, Room 1923, Albany, N.Y. 12210.	postsecondary needs assessment legal education
NY	STUDY:	Postsecondary surveying education (surveying study). To determine if there is a necessity for two and/or four-year postsecondary educational programs in surveying and, if so, to measure that necessity by identifying the potential students. Contact: Lorenz M. Worden, Bureau of Research in Higher and Professional Education, Twin Towers, Room 1923, Albany, N.Y. 12210.	surveying postsecondary needs assessment
NC	HB 853 GS 115	ENACTED. Establishes state drug education programs including position of health education supervisor in various school districts and provides for development of drug education curriculum for use by teachers in public schools. Program funded through North Carolina Drug Authority.	drug education
ND	HB 1154 Ch. 146	ENACTED. Allows all schools to become members of North Dakota High School Activities Association and pay its membership dues with public tax money.	activities

CURRICULUM

ND	HB 1158 Ch. 151	ENACTED. Removes "daily" requirement to provide physical education instruction.	physical education
ND	SB 2401 Ch. 164	ENACTED. Relates to contracting medical school training with out-of-state institutions.	medicine postsecondary
OH	SB 72	ENACTED (amended). Creates the Northeastern Ohio Universities College of Medicine with the objective of graduating physicians oriented to the practice of medicine at the community level.	medicine postsecondary
OK	HB 1036	ENACTED. Requires teaching of physical education to all physically able students from kindergarten through the ninth grade. Requires elective physical education program for students in 10th through 12th grades.	physical education
OK	PROJECT:	Interdisciplinary environmental approach. A cooperative program. Contact: Milton Ford, Director, Wilburton, Okla.	environment
OK	PROJECT:	Exemplary developmental guidance and counseling is a developmental guidance program with emphasis on the world of work. Contact: L. W. Good, Superintendent, Millwood Public Schools, 6724 N. Eastern, Oklahoma City, Okla. 73111.	guidance counseling
OK	PROJECT:	Motivational language arts laboratory. A highly motivated program for students from 6th through 12th grades. Contact: Cecil Acuff, Superintendent, Perkins Public Schools, Perkins, Okla. 74059.	language arts motivation
OK	PROJECT:	Reading readiness and improvement through perceptual training. A cooperative program that has broadened to include psychomotor training. Contact: Joe Glover, Superintendent, Woodward Public Schools, Woodward, Okla. 73801.	reading
OK	PROJECT:	Elementary nutrition education activities through the use of audio-visual media. Contact: Allen Robson, Superintendent, Ponca City Public Schools, Ponca City, Okla. 74601.	nutrition
OK	PROJECT:	Mark IV (Humanities). Provides the high school student an opportunity for an exploratory program in music, art, library research and ethnic culture. Contact: Elmo Pipps (Mrs.) Director, Shawnee Public Schools, Shawnee, Okla. 74801.	humanities
OR	HB 2035	ENACTED. Revises formula for prorata reimbursement to schools for driver education programs, effective upon passage. Requires motor vehicles division to study effectiveness of driver education programs. Deletes requirement money unexpended in student driver training fund be transferred to state highway fund. Appropriates $15,000 biennially to motor vehicles division for administrative	driver education finance

CURRICULUM

OR	HB 2035	(Continued) expense. Appropriates $75,000 to superintendent of public instruction. Requires teacher to meet qualifications set by superintendent of public instruction.	
OR	SB 544	ENACTED. Declares drug dependence to be an illness. Provides for program for prevention, identification, treatment and rehabilitation; statutory procedures, etc. Replaces Oregon Alcohol and Drug Education Committee with Oregon Council on Alcohol and Drug Problems. Divides council into committee on alcohol problems and committee on drug problems, each composed of at least 12 members. Prescribes membership qualifications, powers and duties of committees.	drug abuse alcohol abuse
OR	SB 882	ENACTED. Establishes venereal disease education teachers scholarship fund within control of state scholarship commission. Makes appropriation for purpose of defraying all or part of living and tuition costs of certified teachers enrolled in courses to qualify them to teach venereal disease education.	health education venereal disease teachers training scholarships
OR	SB 883	ENACTED. Allows any district school board to establish venereal disease education program for students and adults. Provides for notification of parents that course is to be taught and permits parents to inspect instructional materials and to withdraw children from such a course. Prohibits discipline or removal of teacher for teaching or refusing to teach venereal disease education.	health education venereal disease
OR	PROJECT:	Reading power for Madison students develops an instructional model to teach critical reading, increase student success, build positive student attitudes, develop a training model for teachers, compile and develop materials and strategies which teach critical reading skills to students of wide ability levels. To use in English-social studies curriculum areas. Contact: Susan Bushman, Madison High School, 2735 N.E. 82nd, Portland, Ore. 97220.	reading
OR	PROJECT:	Governmental responsibility and student participation. Provides the opportunity to better inform high school students about state and local government and community service accomplished by creating an educational climate which allows the high school student to actually become involved in community agencies where he lives. Activities involve active participation in some public agency of his choosing. Students will demonstrate an understanding of how a total community functions and the importance of citizen involvement. Contact: Ardyth Badger, Marion County IED, 681 Center St., Salem, Ore. 97301.	government community involvement
PA	HB 126 Act 305	Provides for periods of meditation and prayer. 1972.	religion

CURRICULUM

PA	SB 883 Act 9A	ENACTED. Motor License Fund supplement to the 1973 General Appropriations Act appropriates the Pennsylvania Department of Education, $29,000 for highway safety education, $160,000 for assistance to school districts, and $4,218,000 for driver education programs.	driver education
RI	SB 804	ENACTED. Asks the board of regents to institute a transitional bilingual education program.	bilingual postsecondary
RI	PROJECT:	Right to Read. Rhode Island's State Department of Education, in partnership with the national Right to Read Program and the New England Consortium for the Right to Read has set two essential goals for its program begun in August, 1973 - awareness and assistance. By using the highly successful mechanisms of the Alternate Learning Center, Information Center and Program Development consultant/field agents, the Rhode Island Right to Read program stresses staff development. The objectives of the program are to provide technical assistance to local school districts in assessing their reading programs; to make local school educators aware of promising and validated practices in reading; to provide inservice training in promising and validated practices in reading; and to provide technical assistance in planning and implementing these practices. Four local school districts are currently participating in Right to Read activities. Long-range plans include the active involvement of additional communities. Contact: J. Robert Moynihan, State Department of Education.	reading teacher training
SC	HB 1070 R 150	ENACTED. Provides for the disbursement of revenue allocated to counties for educational purposes relating to the use of alcoholic liquors and the rehabilitation of alcoholics, drug abusers and drug addicts.	alcohol education drug education
SC	HB 1214 R 614	ENACTED. Relates to alcohol education week in the public schools, so as to include narcotics.	drug education alcohol education
SC	SB 293	ENACTED. Immunity to be granted a drug addict whenever a holder of a privilege seeks counseling, treatment or therapy from a confidant. No observation or conclusion derived from such confidant shall be admissible against the holder in any other proceeding.	drug abuse confidentiality personnel students
SC	PROJECT:	Spelling aids through the grades which operates in grades 2-6 at Fort Mill elementary and middle schools serves 300. Objectives are to decrease the number of failures and spelling errors in assignments by 50 per cent, increase positive pupil attitudes and increase correct spelling by 50 per cent. Director: Betty Hodges, Region 5 Education Services Center, Lancaster, S.C. 29720.	spelling

CURRICULUM

SC PROJECT:	Curriculum development for quinmester calendar is designed to develop a restructured curriculum in 45-day packages in all areas of instruction for grades 7-12 in York School District #3 (Rock Hill) and Spartanburg District #7 (Spartanburg). The revised curriculum will serve 6,000 students in Rock Hill and 6,000 in Spartanburg who are entering the first year of an extended school year operation. A seminar in October, 1973 enabled representatives from school districts throughout the state to peruse the year-round quinmester course catalog and order single copies of courses without charge. Director: Charles W. Hall, P.O. Drawer 10072, Rock Hill, S.C. 29730.	curriculum year-round quinmester
SC PROJECT:	Personalized mathematics is operating in elementary and middle schools in Allendale, Edgefield, Sumter District #17, and Lexington County districts #2 and #5. Its primary objective is to raise achievement levels of the 2,337 participating pupils significantly more than children who are not included in the three-year project. The program provides individualized mathematics system materials for grades 2-6, manipulative devices, and one teacher aide at each school. Objective evaluation data is gathered by administering CTBS math tests at the beginning and end of the school year to a random sampling of the experimental and control groups. Director: J. L. Griffin, 500 Jansen Ave., Cayce, S.C. 29033.	mathematics
SC PROJECT:	Reading power through communication skills is a Beaufort summer program for children with IQ scores from 75-95 in grades 4-11. Phase I in the summer of 1973 took place at St. Helena Elementary School where classrooms were converted into learning centers for the 390 children in grades 4-6. The children developed their communication skills through films, slides, reports, stories and field trip experiences, as well as learning library skills. They also took part in community-sponsored programs on sailboating, photography and taxidermy, which enhanced self concepts through writing books and descriptions of their experiences, displaying their creative work and appearing on video tape. Phase II in the summer of 1974 will enroll students in grades 4-9 while Phase III in the summer of 1975 will extend the program through grade 11. Director: Mary P. Easterling, Drawer 350, Beaufort, S.C. 29902.	reading

CURRICULUM

SC PROJECT:	Improved fourth grade spelling skills, a Greenville County program, is designed to promote more efficient learning of spelling through more systematic activities. A cassette player, eight headphones, games, tapes and other teaching materials are used in each classroom. After determining needs in 1972-73, 260 fourth graders were placed at their own rate of learning. The program is continuing with the control group in the fifth grade. The spelling tapes are correlated to the basal spelling program and provide diagnostic testing. Director: Ben B. Carson, 420 N. Pleasantburg Drive, Greenville, S.C. 29606.	spelling
SC PROJECT:	The diagnostic/prescriptive teaching of reading project at Spartanburg School District #4 involves 135 fourth, fifth and sixth graders who are reading one or more years below grade level. The main purpose is to improve their basic reading skills; however, the underlying aim is to help students develop positive self-concepts. Students are selected on the basis of test scores and the recommendation of teachers. A battery of tests are given to determine their specific problems. By working closely with classroom teachers, the project staff supplements regular reading instruction to meet individual needs. Techniques include charades and other games designed to reinforce reading skills and build self-confidence. Tests are given during the school year to measure results. Director: Curtis W. Derrick,Jr., Box 273. Woodruff, S.C. 29388.	reading diagnostic prescriptive
SC PROJECT:	Laboratory science is designed to give children in grades 5-7 of Clover Middle School a functional understanding of scientific processes. Based on the belief that students learn by involvement, the program stresses observation and discovery, rather than rote memory and teacher lectures. Field trips, special project, and a variety of media stimulate students to find their own answers to questions and to develop objectivity, validity, curiosity and imagination. Major concepts emphasized are (1) time and space factors affecting living organisms and the material universe, (2) relationship of matter and energy and, (3) relationship of organisms and environment. This program has shown validated results of the testing program. Demonstrations, visitations and a curricular guide are available. A Title III project which received an Educational Pacesetter award from the National Advisory Council on Supplementary Centers and Services, Washington. Director: Sara G. Dillard, Clover Middle School, Wilson St., Clover, S.C. 29710.	science

CURRICULUM

SC PROJECT:	Resource Activities for Mathematics provides a laboratory for some 690 students at Fulmer Middle School, West Columbia, where they can receive individual instruction and assistance. Independent research and experiments, small group and individualized activities and programmed investigations are among the methods students use to achieve their prescribed objectives. Mathematics teachers also send students to the lab to play mathematical games of their choice. After its first year of operation in 1972-73, the RAM project was successful in meeting its objective of improving students' attitudes toward mathematics and partially successful in improving their skills. Director: Katherin B. Strait, Fulmer Middle School, 1614 Walterboro St., West Columbia, S.C. 29169.	mathematics
SC PROJECT:	Teaching mathematics with programmable calculators in Charleston County has 250 high school students learning essential concepts common to major digital computer languages. These concepts include sequential ordering of steps, storing numbers in memories, logic of iterative procedures, incrementing counters, looping and conditional and unconditional branching. Students learn to work problems on programmable calculators, instead of more expensive computers. Director: Thomas F. Davis, 3 Chisolm St., Charleston, S.C. 29401.	mathematics computers
SC PROJECT:	Elementary string music instruction is being offered in five Columbia public schools and St. Peter's Parochial School to a total of some 300 children. Two instructors in violin, cello and other stringed instruments teach classes and train elementary music teachers so that they can become proficient in beginning string instrument instruction, thus reducing the shortage of these specialized music teachers. Director: Alex H. Raley, 1616 Richland St., Columbia, S.C. 29201.	music teachers training
SC PROJECT:	Multi-sensory approach to reading instruction involves grades 1-3 at McColl Elementary School in Marlboro County. As children enter first grade they are tested to identify deficiencies in perceptual, visual and psychomotor skills. Individual activities are designed to meet specific needs. Twelve high school volunteers, ten teachers and three teacher aides administer individual programs under the supervision of the program supervisor. Films, tape recorders, listening stations and record players, threading blocks, beads, letter boards, puzzles and teacher-made materials are used to develop skills. Director: Elaine Q. Martin, McColl, S.C. 29570.	reading

CURRICULUM

SC PROJECT:	Motivating performance, a project at Wren Primary School in Anderson District #1, is designed to improve reading ability of 54 third graders. Children come to the reading laboratory in groups of nine for a half-hour daily instruction. Each class is under guidance of the reading specialist, the classroom teacher and an aide. Games, audio-visuals, paperbacks and other high-interest materials - in addition to books - develop motivation according to prescriptions for each child. The lab contains study carrels and other special study areas for learning experiences. Director: Linda Wigington, Route #1, Piedmont, S.C. 29673.	reading motivation prescriptive
SC PROJECT:	Improved spelling involves approximately 2,500 children in grades 3-6 in the Aiken County Schools. Four non-graded workbooks have been originated: "Fun with Spelling and Drawing" for grades 1-2; "Spelling is Writing" which stimulates creative writing and allows children to select their own word lists; "Spelling is Hearing" which reviews sounds and letters of the alphabet with an accompanying original song, "A Has the Sound that Starts Apple"; and "Spelling Power" which reviews basic spelling skills and generalizations for upper elementary and junior high students. All the texts include pages for practice in cursive writing. Director: Jean Kierspe, P.O. Box 1137, Aiken, S.C. 29801.	spelling
SC PROJECT:	Project secondary English funded from 1970-73 was designed to find appropriate curricular methods and materials for low-achieving, disadvantaged secondary students. Two publications in May, 1973, resulted: "Clockwork English", suggested curriculum methods and materials, and a description of extensive teacher training for implementing the program. During 1973-74"Clockwork English" is being distributed to eight school districts in the Lancaster-based regional education center, other interested districts and to student English teachers at selected colleges. In the spring of 1974, 12 school districts receiving ESEA Title III mini-grants will hold workshops to distribute and discuss the secondary English methods and materials. A Title III project which received an Educational Pacesetter award from the National Advisory Council on Supplementary Centers and Services, Washington. Director: Betty H. Hodges, Box 1069, Lancaster, S.C. 29720.	English

CURRICULUM

SC	PROJECT:	Project RISE (Reading Improvement, a Schoolwide Effort) at Anderson's Westside High School features a reading center for intensive diagnosis and remedial work and independent, individualized study. It's designed to develop reading-study skills essential for success in four major areas of English, mathematics, science and social studies. Classroom teachers of these subjects and the reading specialist form a team to initiate, implement and follow-up instruction of functional skills responsive to the needs, interests and abilities of 964 students. Director: Sarah K. Strickland, P.O. Drawer 439, Anderson, S.C. 29621.	reading
SC	PROJECT:	Making mathematics meaningful is the goal of a Spartanburg District #7 program involving 60 fifth graders with IQ scores of 110 or above whose achievement has not measured up to their demonstrated abilities. It is engineered to improve skills in numeration, computation, fractions, decimals and percentages as well as to learn geometric concepts and number theory. Using a textbook series with built-in placement and diagnostic testing, the two project staff members supplement the basic text with manipulative devices, homemade tapes and worksheets individualized for each student. Director: Frances Downard, P.O. Box 970, Spartanburg, S.C.	mathematics
SD	HB 670	ENACTED. Appropriates $50,000 for a feasibility study of medical education alternatives for South Dakota.	medicine
SD	HB 703	ENACTED. Appropriates $210,000 to reimburse out-of-state dentistry schools for reserving positions and accepting students from South Dakota in 1971-74.	dentistry finance
SD	HCR 516	ADOPTED. Urges environmental education in all schools.	environment
SD	SB 38 Ch. 262	ENACTED. The board of county commissioners and governing bodies of municipalities are authorized to create and operate programs for alerting area citizens to the present incidence, causes and natures of misuse and abuse of drugs, including alcohol, and substances and their effects; creating and applying broad, coordinated and effective remedial programs to reduce the drug misuse and abuse problem, including preventative and rehabilitative countermeasures to the drug misuse and abuse problem; and instituting both preventative and rehabilitative community programs among youth and adult groups, or to contribute sums of money annually to establish, promote and support nonprofit organizations engaged in such programs.	drug abuse drug education

CURRICULUM

TN	HB 1030 SB 963 Ch. 367	ENACTED. Modifies the requisite number of instructors for each school of cosmotology.	nonpublic cosmotology
TN	HB 1218 SB 1057 Ch. 201	ENACTED. Provides that any student who fails or refuses to take American history or government in high school shall not be admitted to any state college unless he agrees to earn credits in courses within two years.	history government admission postsecondary
TN	SB 394 Ch. 377	ENACTED. Requires that biology textbooks used for teaching in public schools that express theories about origins and creation of man specifically state that such are theories and not scientific fact; requires Genesis account of creation of man.	science religion
TN	PROJECT:	Basic skills through practical arts. The concept of practical arts provides a concrete approach for learning language arts and mathematics skills. As an elementary child studies the language arts of reading, writing, speaking and listening, and the math skills of computation and problem solving, he participates in activities using his hands as well as his mind. The activities include planning, implementing and evaluating projects in cooking, sewing, weaving, office machines, painting, electricity, leather, woodworking, metal, ceramics. Grades K-8. Title III ESEA project. Contact: Clayton R. Haynes, Director, 417 S. College St., Covington,Tenn. 38019.	language arts mathematics vocational
TX	HB 50	ENACTED. Relates to educational programs in health care sciences offered by Midwestern University.	postsecondary health career
TX	HB 155	ENACTED. Relates to required unit of study in consumer education in the public schools.	consumer education
TX	HB 1118	ENACTED. Requires high school instruction in the free enterprise system.	free enterprise
TX	SB 32	ENACTED. Drivers license examination in Spanish.	bilingual
TX	SB 121	ENACTED. Provides (1) the Texas Education Agency with a basic legal framework for bilingual education, (2) authorizes the establishment of teacher certificates and endorsements related to bilingual education, (3) authorizes bilingual education training institutes to provide inservice for teachers, (4) authorizes the state board of education to secure and make available instructional materials for bilingual education,(5) requires that all school districts having an enrollment of 20 or more students with limited English-speaking ability in the same grade level during the preceding scholastic year to establish a program of bilingual instruction for children in each language classification commencing in the first grade and implementing the	bilingual teachers training finance

CURRICULUM

TX	SB 121	(Continued) program at the rate of one grade per year until bilingual instruction is offered in each grade through the sixth grade, (6) places the operation of such bilingual education programs under the foundation school program with the cost to be shared by the state and local school district at the existing ratio of sharing.	
TX	SB 506	ENACTED. Establishes crime and narcotics education program in the public schools.	drug education
TX	PROJECT:	Environmental education program, Harlingen ISD. Contact: James I. Thigpen, Superintendent, 1409 E. Harrison St., Harlingen, Tex. 78550.	environment
TX	PROJECT:	Bilingual, multi-age class in W. B. Travis Elementary, Dallas, ISD. Contact: Nolan Estes, Superintendent, 3700 Ross Ave., Dallas, Tex. 75204.	bilingual
TX	PROJECT:	Ethnic studies program, San Angelo ISD. Contact: G. B. Wadzeck, Superintendent, 100 N. Magdalen, San Angelo, Tex. 76901.	ethnic groups
VT	ACTIVITY	Vermont is one of a few state selected by the USOE to participate in the Right to Read program. Its progress is at various stages of development. Contact: Madge Boardman, Elementary and Secondary Education, State Department of Education.	reading
VT	PROJECT:	Demonstrate Alderian Concepts in primary school guidance. Grade level: 1-4. The purpose of this project is to develop a model for elementary school guidance which would help students develop a cooperative social interest through an understanding of their behavior, goals and the consequences of their own decisions. Another objective of the program is to help elementary teachers to individualize classroom instruction as a result of being able to use positively the group dynamics present in their classes. Contact: John Meagher, Hartford High School, White River Junction, Vt.	guidance
VT	PROJECT:	HEED (Human Ecological and Environmental Development. Grade level: elementary and secondary. (1) To develop in students an appreciation for the environment in which they will live, by trips into and working within that environment; (2) to develop, in five schools an operational K-12 program dealing with the ecological problems; (3) to design, construct and utilize an "outdoor lab" at each of the five target schools; (4) to organize and distribute ecological resource kits to all schools in the district; and (5) to provide workshop with Lyndon State students providng the instructors for teachers in and out of the district. Contact: Andrew Fisher, Concord High School, Concord, Vt.	environment teachers training

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VT	STUDY:	The ESEA Title I staff are working with education specialists from the California Test Bureau in implementing a study which appears to meet the requirements for evaluation of Title I funded reading projects. Contact: Gerard Asselin, Assistant Federal Programs Coordinator, State Department of Education.	evaluation reading
VA	HB 1153	ENACTED. Allows any person over the age of 15 years eight months to receive a temporary permit to drive a motor vehicle when accompanied by a licensed operator who is actually occupying a seat by the driver.	driver education
VA	HB 1695	Allows retired Virginia state police or those with 20 years service to teach driver education either as a classroom instructor or behind-the-wheel instructor.	teachers driver education
VA	HJR 198	ADOPTED. Directs the state board of education to develop a plan and program of environmental education for use in the primary and secondary schools of the state.	environment
VA	HJR 221	ADOPTED. Creates a commission to study the need for a statewide reevaluation of reading abilities at the various levels of public schools throughout the state. Contact: Harry L. Smith, Special Assistant for Public Information and Publications, State Department of Education, Ninth Street Office Building, Richmond, Va. 23216.	reading evaluation
VA	PROJECT:	Elementary guidance program for students in grades 4-7 affords an opportunity for these children to receive academic and individual guidance at a much earlier age than has been possible in the past. A Title III project reported in August 1972. Division Superintendent: James E. Moye, Amherst County School Board, Box 469, Amherst, Va. 24521. Project Director: Samuel Hughes, Jr., Amherst County School Board, Box 469, Amherst, Va. 24521.	guidance
VA	PROJECT:	School-community cooperative guidance program. This three-phase preventive, comprehensive and coordinated program is designed to improve the educational experiences of children and to facilitate their academic progress through the introduction of elementary school guidance services in two Augusta County Schools. A Title III project reported in August 1972. Division Superintendent: Hugh K. Cassel; and Project Director: Jeanette A. Brown; both at Box 1268, Staunton, Va. 24401.	guidance
VA	PROJECT:	Right to Read. The objective of the Right to Read program, funded directly by USOE, is to prove that a local school division can successfully conduct a performance contract type of program utilizing specialists and consultants from institutions of higher learning. An outside agency is engaged by the Bristol school division to conduct an	reading accountability

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VA PROJECT:	(Continued) accountability study of the project. Division Superintendent: Richard W. Hislop; and Federal Programs Director: Jack French, both at Bristol City School Board, Oak St., Bristol, Va. 24201.	
VA PROJECT:	Project for reading and inservice. A dual attack on the problems of reading in a rural area is being waged by this program. Emphasis is placed upon teacher and teacher aide inservice training. A Title III project reported in August 1972. Division Superintendent: John H. Hoppe, Jr., P.O. Box 387, Charlotte County Public Schools, Charlotte Court House, Va. 23923; and Project Director: Louis Gregory, Media Center, Charlotte Court House, Va. 23923.	reading teacher training rural
VA PROJECT:	Innovation-success in language arts. This project is designed to initiate individualized, learner-centered, instructional program in language arts for rural children. A Title III project reported in August 1972. Division Superintendent: Wade G. Johnson; and Project Director: Raymond Ratcliffe, both at Clarke County Schools, 309 West Main St., Berryville, Va. 22611.	language individualized instruction rural
VA PROJECT:	Conservation and Recreation Exploration (CARE). CARE aims to meet the rural area's needs and development in natural resource conservation education, recreational development and vocational guidance and training. Major program activities include the creation of a center for natural resources, conservation studies and the provision of a summer conservation camp. A Title III project reported in August 1972. Division Superintendent: W. B. Watkins; Project Director: Walton F. Mitchell, Jr., both at P.O. Box 245, New Castle, Va. 24127.	environment recreation vocational rural
VA PROJECT:	Communication Improvement Program (CIP). This program proposes to give to junior high and upper elementary school pupils those skills and competencies, in the areas of communication which are necessary tools to succeed in junior and senior high schools. The aims of this communication endeavor are to develop sufficient improvement in reading to insure reasonable success at the high school level; and secondly, to enhance the growth of pupils to an acceptable level in writing, speaking, listening, solving problems and thinking logically and critically. A Title III project reported in August 1972. Division Superintendent: W. D. Manby; Acting Project Director: Jane F. Slevin; both at Fluvanna County Schools, Palmyra, Va. 22963.	reading communication

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VA PROJECT:	A World of Arts in Rural Education (AWARE). Provides a program of cultural enrichment for students and adults throughout Halifax County. The program includes: two concern series -- one for children and one for adults; art exhibits; adult art classes; inservice training for teachers; and elementary school classes in art, music and drama conducted by teachers specializing in these areas. A Title III project reported in August 1972. Division Superintendent: Udy C. Wood; Project Director: Judy Lunsford; both at Halifax County School Board, Halifax, Va. 24558.	arts teacher training rural adult education
VA PROJECT:	Reading Education Accountability Design (Project READ). Accountability processes resulting in successful, measurable accomplishments are being applied in primary and middle school reading programs in two educational centers in Nansemond City. Participating schools are redesigning their reading programs to establish a meaningful, sequential program in two critical areas of reading -- perception and conception. The diagnostic-prescriptive approach enhances a student-centered reading education curriculum, K-7. Concepts of team teaching, learning centers, individualized learning and ungraded classrooms are being employed in Project READ. A Title III project reported in August 1972. Division Superintendent: Robert A. Wood, Nansemond City Public Schools, P. O. Box 1568, Suffolk, Va. 23434; Project Director: E. Leigh Griffin, Nansemond City Public Schools, P.O. Box 337, Driver, Va. 23347.	reading accountability diagnostic-prescriptive individualized instruction team teaching
VA PROJECT:	Elementary home economics. This program is designed to work with sixth and seventh grade girls who have repeated two or more grades to give them an opportunity to experience success, to encourage them to stay in school, to increase their interest and to guide them into additional home economics courses at the high school level. The classes also are open to other girls on a space-available basis. Classes are taught in a mobile trailer unit with a flexible curriculum planned to correlate homemaking with regular subject matter, stressing individual attention, and meeting immediate needs of the girls. Classes in sewing and homemaking are offered to adults in all areas of the county during the summer months. A Title III project reported in August 1972. Division Superintendent: Henry D. Conner; Project Director: R. W. Moon; both at Nelson County School Board, Lovingston, Va. 22949.	home economics adult education

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VA PROJECT:	Project Extra Opportunity. Places two language arts-reading teachers in each of three elementary schools, who encourage pupils in grades 2-7 in creative oral and written expression, work with disadvantaged pupils in reading and the language arts, and assist each student to gain independence in the learning process. Listening and reading comprehension, vocabulary building, speed in reading, visual and perceptual skills and techniques of word attack are emphasized. Teachers use multi-level and multi-sensory materials for individualized and small group instruction. A Title III project reported in August 1972. Division Superintendent: James E. Mutrough; Project Director: Florence Meador; both of Radford City School Board, Radford, Va. 24141.	language reading individualized instruction
VA PROJECT:	Richmond Intercultural Center for the Humanities. Through the use of on-site consultants, visiting consultants, performers and artists the academic life of metropolitan area children is enriched both academically and culturally. Activities of consultants, performers and artists result in innovative curriculum patterns as well as provide demonstration units and/or lectures to tailor material to individual student needs. Included in the project is the maintenance of artists in residence who enrich artistic, cultural and academic environments for metropolitan area students. A Title III project reported in August 1972. Division Superintendent: Thomas C. Little, 301 N. 9th St., Richmond, Va. 23219; Project Director: Henrietta S. Kinman, Ellen Glasgow House, One W. Main St. Richmond, Va. 23220.	humanities
VA PROJECT:	Multi-access modular curriculum, synergetically scheduled, within a rescheduled school year. Permits students to select varying entry and exit points throughout a continuous school year. Curriculum consists of a multiplicity of short-termed components aimed at developing skills, attitudes, comprehension, application and synthesis through selected topics, concepts and themes. Students and teachers are scheduled into various activities with varying time frames commensurate with needs, interests and abilities. A cooperative effort in Prince Willian County between Title III, ESEA, and the state department of research and statistics year-round education project. A Title III project reported in August 1972. Division Superintendent: Stuart M. Beville, Prince William County Schools, P.O. Box 389, Manassas, Va. 22110; Project Director: William A. Volk, Director, Research and Development, Prince William County Schools, Manassas, Va. 22110.	modular curriculum year-round

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VA PROJECT:	Exploring creative frontiers. Cultural enrichment experiences for all county public school children, special programs for talented students in the fine arts and academics and an inservice program for teachers to foster more creative teaching are encompassed by this project. Includes performing artists, exploratory art classes and a program for gifted and talented high school students. A Title III project reported in August 1972. Division Superintendent: Andrew G. Wright; Project Director: Shirley C. Heim; Both at Route 1, Box 20A, Stafford, Va. 22554.	teachers training arts gifted
VA PROJECT:	Music-art cultural enrichment for Surry. Services include art and music instruction in grades 1-7; evening classes for adults in art and music; a resource center with a wide variety of materials for cultural enrichment available to teachers, students and the community; and professional performances and exhibits for the public. A Title III project reported in August 1972. Division Superintendent: Robert H. Moore. Project Director: Carlene Wooden. Both at Dendron, Va. 23839.	adult education resource center community schools
VA PROJECT:	A comprehensive school ecology program. Designed to make the concept of ecology understandable to school children and entire community. Activities include an 11-area ecology plot with a greenhouse, pond, aboretum, natural study area, intermittent stream wildlife planting areas, successional study areas, contour and soil study areas and test plots for plant propogation; an ecology club at high school level; and a structured ecology curriculum. A Title III project. Division Superintendent: Renfro C. Manning. Project Director: H. M. Lantz, Jr. Both at P.O. Box 349, Orange, Va. 22960.	environment
VA PROJECT:	A Thematic Approach to Virginia History and English. Fourth year of pilot study. Directors: Joseph Trice, principal of Jackson P. Burley Elementary School; and Charles H. Simons, assistant superintendent for instruction, Albemarle County public schools. Source: Division of Educational Research and Statistics, State Department of Education.	state history English
VA PROJECT:	A study of the effectiveness of Latin instruction in increasing the reading skills of intermediate II (5th grade) in Alexandria City, Virginia. Directors: Richard B. Hills, Assistant to the Superintendent of Instruction, Donald E. Dearborn, Director of Elementary Education and Jean W. Payne, Coordinator of Foreign Languages, Alexandria City Public Schools. Source: Division of Educational Research and Statistics, State Department of Education.	foreign language reading

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VA PROJECT:	The impact of a guidance program on learning climates of elementary schools in Augusta County. Director: S. B. Stewart, assistant superintendent, Augusta County public schools. Source: Division of Educational Research and Statistics, State Department of Education.	guidance
VA PROJECT:	Practical application of science and math in the primary curriculum, third year. Director: Charles Smythers, Principal, Hillsville Elementary School, Carroll County public schools. Source: Division of Educational Research and Statistics, State Department of Education.	science mathematics
VA PROJECT:	Individualized diagnostic teaching program in reading, in third year in Chesterfield County. Directors: Ann Blanton, Supervisor of Elementary Education, Chesterfield County public schools. Source: Division of Educational Research and Statistics, State Department of Education.	diagnostic individualized instruction reading
VA PROJECT:	A comparison of the effectiveness of the Harvard project physics course with the physical science study committee course, in third year of study in Fauquier County. Director: John Broughton, Science Department Chairman, Fauquier High School, Fauquier County public schools. Source: Division of Educational Research and Statistics, State Department of Education.	science physics
VA PROJECT:	Communications Core. An approach for use with seventh graders to bring unity to the study of grammar, reading, literature, creative writing and speech as companion elements in our language, in second year of study in Fauquier County. Director: Margaret M. Pierce, Elementary Supervisor, Fauquier County Public Schools. Source: Division of Educational Research and Statistics, State Department of Education.	communications
VA PROJECT:	A search toward involvement through a social studies thematic curriculum in Frederick County. Director: Eugene D. Funkhouser, Secondary Supervisor, Frederick County public schools. Source: Division of Educational Research and Statistics, State Department of Education.	social studies
VA PROJECT:	A study of an individualized program which provides maximum opportunity for self-instruction in French at the secondary school level, in second year of study in Henrico County. Directors: Susan L. Crouch, French Department Head, Highland Springs High School; and Genelle Caldwell, Supervisor of Foreign Languages, Henrico County public schools. Source: Division of Educational Research and Statistics, State Department of Education.	foreign language individualized instruction

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VA PROJECT:	The teaching of reading in content areas in Henrico County. Director: H. W. Gibson, assistant principal, Highland Springs High School,Henrico County public schools. Source: Division of Educational Research and Statistics, State Department of Education.	reading
VA PROJECT:	An analysis of selected variables in a secondary schools science program in Prince William County. Director: Samuel P. Cox, Principal, Garfield High School, Prince William County public schools, Source: Division of Educational Research and Statistics, State Department of Education.	science
VA PROJECT:	A comparative study of varied methods of elementary mathematics instruction in Pulaski County. Four methods are: (1) textbook and televised lessons, (2) individualized mathematics system, (3) inquiry methods, and (4) team teaching. Director: Virgie I. Keith, Mathematics Supervisor, Pulaski County Schools. Source: Division of Educational Research and Statistics, State Department of Education.	mathematics television individualized instruction team teaching
VA PROJECT:	Individualized diagnostic teaching program in mathematics, in third year of study in Richmond City. Director: Claude Sandy, Assistant Director of Research, Richmond City public schools.	mathematics diagnostic individualized instruction
VA PROJECT:	Intermediate science curriculum study in Richmond City; published by Silver Burdette. Director: Henry C. Terry, Jr., Science Supervisor, Richmond City public schools. Source: Division of Educational Research and Statistics, State Department of Education.	science
VA PROJECT:	A comparison of a laboratory emphasized biology course with a traditional or lecture oriented biology course, in second year of study in Russell County. Directors: Frank Horton, principal; Nester Adams, biology teacher, Lebanon High School; and Billy B. Cross, General Supervisor, Russell County public schools. Source: Division of Educational Research and Statistics, State Department of Education.	biology
VA PROJECT:	Exploring video taping as a means of increasing student involvement and communication skills, in Russell County. Director: Billy B. Cross, General Supervisor, Russell County public schools. Source: Division of Educational Research and Statistics, State Department of Education.	communication

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VA	PROJECT:	Teaching elementary life science by inquiry learning through the multi-media approach in Russell County. Director: Billy B. Cross, General Supervisor, Russell County public schools. Source: Division of Educational Research and Statistics, State Department of Education.	life science
VA	PROJECT:	An individualized, programmed method of teaching composition, in second year of study in Virginia Beach City. Directors: Inez Bryan, English Department Chairman, Floyd E. Kellam High School; and Mary Barnes, Supervisor of Secondary English, Virginia Beach City public schools. Source: Division of Educational Research and Statistics, State Department of Education.	individualized instruction
WA	HB 65 Ch. 53	ENACTED. Provides that amateur boxing or wrestling matches which are either: (1) non-profit or for charity, or (2) conducted by a high school, college or university, or the official student association thereof, shall not be subject to state control so long as the gross admission receipts are five hundred dollars or less.	postsecondary
WA	HB 117 Ch. 32	ENACTED. Repeals the requirement that Veteran's Day programs must be presented in all common schools.	holidays
WA	PROJECT:	Teaching acquisition of language to children in Tacoma School District 111. Director: S. Kibbey. Project No. 06-037-74-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	language
WA	PROJECT:	Programming individualized reading, spelling and arithmetic in Aberdeen School District 113. Director: Nold. Project No. 14-005-73-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	reading spelling mathematics individualized instruction
WA	PROJECT:	Continuous progress mathematics, K-6. Contact: James Auter, North Thurston School District, 6202 Pacific Ave., Lacey, Wash. 98503.	mathematics
WA	PROJECT:	Population education concepts. Contact: David Kennedy, Supervisor of Environmental Education, State Department of Public Instruction.	population
WA	PROJECT:	Encounter with the Northwest Environment. Environmental study area model selection program and catalog. Contact: David Kennedy, Supervisor of Environmental Education, State Department of Public Instruction.	environment

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WA	PROJECT:	Environment Resource Consultant Support Activity. Project ERCSA operates to enable state agencies to develop policies to support environmental education. Contact: David Kennedy, Supervisor of Environmental Education, State Department of Public Instruction.	environment
WA	PROJECT:	Cispus Environmental Center. Contact: Lloyd Rowley, Director, Cispus Environmental Center, Route 4, Randle, Wash. 98377.	environment
WA	PROJECT:	Project Learning Tree. Forest products - management education program, K-12. Contact: Thom Ris, 2121 5th Ave., Seattle, Wash. 98121.	environment
WA	PROJECT:	Energy and man's environment. Interdisciplinary energy education program, K-12 Contact: Thom Ris, 2121 5th Ave., Seattle, Wash. 98121.	environment
WA	PROJECT:	Foreign language interim programs overseas. Contact: Carl Jellaccio, Tacoma School District, P.O. Box 1357, Tacoma, Wash. 98401; and Franklin Pierce School District, 315 S. 129th St., Tacoma, Wash. 98444.	foreign language
WA	PROJECT:	Project FLITE (Foreign Language Idea and Technique Exchange). Contact: Keith Crosbie, Supervisor, Foreign Language Education, State Department of Public Instruction.	foreign language
WA	PROJECT:	Mathematics laboratory (grades 1-6). Contact: Donald Kamp, Mathematics Consultant, Spokane School District, West, 825 Trent Ave., Spokane, Wash. 99201.	mathematics
WA	PROJECT:	Computer monitor learning -- mathematics. Contact: Charles Hardy, Coordinator of Mathematics, Highline Public Schools, 15675 Ambaum Ave., S.W., Seattle, Wash. 98166.	mathematics computers
WA	PROJECT:	Performance based individualized instruction traffic safety education program. Contact: Dave Bradley, Kelso High School, 1904 Allen St., Kelso, Wash. 98626.	safety education individualized instruction
WA	PROJECT:	Guidelines for curriculum development. Twelve guidelines to assist state office staff in curriculum development. Contact: Robert Groeschell, Director, Program Development, State Department of Public Instruction.	guidelines
WA	PROJECT:	Course goals project. A collection of program, course and career goals for all major subject areas, organized in taxonomical order as developed by teachers in 50 school districts in Oregon and Washington. Contact: Charles Blondino, Supervisor, Language Arts Education, State Department of Public Instruction.	goals

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WA	PROJECT:	Evaluation of an open reading plan. A comprehensive elementary reading program is in the process of installation in three scattered and dissimilar districts. Fully adopted, the program consists of seven phases, which are adopted one at a time, cumulatively, and revolves around the library. However, individual phases can be adopted as supplementary to other reading instruction. No textbooks or "readers" are used. Phase seven may involve the use of selected sections of workbooks. Evaluation will be "formative" or "process" evaluation for each district's program until it takes sufficiently firm shape that it can be defined and properly subjected to before-and-after assessment. Contact: Harry W. Johnson, Supervisor, Program Evaluation, State Department of Public Instruction.	reading open education
WA	PROJECT:	State plan for curriculum development. A series of publications developed around skill building of instructional leaders, each publication being a learning package, designed to be accomplished in three hours or less. Contact: William Radcliffe, Supervisor, Art Education, State Department of Public Instruction.	development
WI	A 773 Ch. 106	ENACTED. Directs HEAB to seek interstate reciprocity agreements for resident students in veterinary medicine.	veterinary reciprocity postsecondary
WY	HB 280 Ch. 102	ENACTED. Appropriates $100,000 for hiring appropriate individuals to investigate and prepare a plan for medical education in Wyoming for subsequent legislative review.	medicine study postsecondary
WY	ACTIVITY:	The state department of education cooperated last year with the department of economic planning and development in publishing a four-page brochure on education in Wyoming, and with the governor's committee on alcohol and drug abuse in developing a pamphlet on drug abuse. The department works with the employment security commission and the division of vocational rehabilitation in the areas of adult education, and with the environmental protection agencies in the area of environmental education. Last year, for the second time, the department was responsible for the recruitment of youth participants in the youth conservation corps program, a federal program sponsored by the U. S. Departments of Interior and Agriculture. Contact: Nan Patton, State Department of Education.	drug abuse environment
WY	PROJECT:	Environmental impact study of Dave Johnson Power Plant. The study is being done by Casper High School biology class. Contact: Jerry Ross, Assistant Superintendent, Casper Public Schools, Administration Building, Casper, Wyo. 82601.	environment

INSTRUCTION

AZ ACTIVITY	Consultant cadre. A teacher-to-teacher assistance program. Any of the state's teachers can request consultant help in any area relating to their responsbilities. The department of education then identifies and makes available a master teacher from local districts to provide the necessary assistance. Contact: Ralph Ferguson, State Department of Education.	teachers consultants
AZ PROJECT:	ACIL - Arizona Consortium Individual Learning. An adaptation of the Utah Project U-SAIL. Eight public school districts will participate plus one nonpublic school district. Programs include supplementary reading and writing materials. The program's purpose is to assist administrators and teachers in developing learning processes necessary to individualize learning through a series of workshops. Consultant follow-up is provided to assist teachers in the classroom. Contact: Leon Webb, Project Director, State Department of Education.	individualized learning teachers administrators training
CA ACTIVITY:	Development of a secondary education plan, which will identify "promising practices" in high schools in California, and assist with dissemination and replication in other applicable schools in the state. Contact: Rex Fortune, State Department of Education.	dissemination
CA ACTIVITY:	Expandsion of the computerized management system for work experience education. This system is being designed to effectively manage and evaluate the daily activities of approximately 2000 students who are off campus daily. Contact: Edward R. Roberts, Director, Career Development Education, Santa Ana Unified School District, 1405 French St., Santa Ana, Calif. 92701.	work-study management system computers
CA ACTIVITY:	Development of plans for improving intermediate education (junior high, middle schools, etc.) education in California. Contact: Xavier Del Buono, State Department of Education.	middle schools
CA PROJECT:	The California incentive grant program is a unique kind of dissemination effort. Each year Title III projects which are terminating are offered the opportunity to apply for a grant which enables the agency to disseminate the project. The application is essentially a report of the data which demonstrates the success of the project. The data is reviewed and validated and projects showing the greatest success are provided with a grant. The dissemination consists of several activities in which all of the grantees participate. Briefly, these activities consist of creating awareness by touring the state and making presentations, providing a demonstration center at the project location, providing workshops at the project location, and providing technical assistance on the site where the	incentive grants project dissemination

INSTRUCTION

CA	PROJECT:	(Continued) program is to be adopted. There are 5 to 10 of these incentive grants provided each year. Contact: Don Kelly, State Department of Education.	
CA	PROJECT:	Prolexia. Through children's involvement in first-hand experiences and encounters with a variety of materials which develop positive self-concepts and academic skills, there was demonstrated more varied, flexible, abundant and precise response in various disciplines. "Open classroom" instructional programs built upon the learning theories of Piaget and the philosophies and teaching methods of Hilda Taba, Maria Hughes and Carl Orff were employed. Over a seven month period standardized tests showed prolexia students ahead of control group five per cent in reading and four per cent in mathematics. Contact: Eleanor Dunn, Project Director, Riverside County Superintendent of Schools, P.O. Box 868, Riverside, Calif. 92502.	open classroom
CO	SB 373	ENACTED. States that work-study programs may provide student employment in positions with nonprofit organizations or governmental agencies with which the institution of higher education may execute student employment contracts, as well as employment with the institution itself.	work-study postsecondary
CO	ACTIVITY:	The Individually Guided Education (IGE) program has been operating in the Colorado Department of Education for some time. Currently the department is working with 57 elementary schools, utilizing one permanent consultant and two teachers from IGE schools to provide leadership for the program. Contact: Ron Horn, State Department of Education.	individually guided
CO	PROJECT:	"Helpmobile" - teachers helping teachers. Inservice workshop - six sites across the state - each year a different site. Staffed by 35 master teachers from across the state demonstrating new programs or new approaches to old. This is a K-12 program. Contact: Frank Johnson and Don Richardson, Colorado Education Association, 5200 S. Quebec St., Englewood, Colo. 80110.	teachers training
CO	STUDY:	An interim legislative committee studies educational television during 1973. This study placed a major emphasis on the development and improvement of existing facilities to meet the needs of higher education in Colorado. Elementary and secondary education were considered in the study; however, more work will need to be done before recommendations are made which will affect elementary and secondary education. Contact: Joe Douglass, State Department of Education.	television

INSTRUCTION

DE PROJECT:	Demonstration-laboratory classroom. The purpose of this activity is to establish seven demonstration classrooms to serve as models for individualizing and personalizing instruction in New Castle-Gunning Bedford elementary schools. ESEA Title III Projects. Contact: Meredith Roberts, Principal, Wilmington Manor Elementary School, E. Roosevelt Ave., New Castle, Del. 19720.	individualized instruction
FL CSHB 1700 Ch. 73-338	ENACTED (as amendment to SB 622). Establishes statewide program of public broadcasting, TV and radio network.	television radio
FL ACTIVITY:	Human resource planning in the area of community relations and communication skills for local school districts in preparation of their comprehensive plans. Contact: Ray Tipton, Administrator, District Planning.	community relations planning
HI PROJECT:	Behavior modification modular flexible scheduling at Moanalua Elementary School. Contact: State Department of Education.	modular scheduling behavior modification
HI PROJECT:	Interdisciplinary team teaching in Ilima Intermediate School. Contact: State Department of Education.	team teaching
HI PROJECT:	Interest curriculum/modified modular scheduling in Waiane Intermediate School. Contact: State Department of Education.	modular scheduling interest curriculum
HI PROJECT:	Variable modular schedule in Kailua High School. Contact: State Department of Education.	modular scheduling
HI PROJECT:	Minicourses in Kalanianaole Elementary and Intermediate School. Contact: State Department of Education.	minicourses
HI PROJECT:	Student teaching/tutoring program in Baldwin High School. Contact: State Department of Education.	peer tutoring
HI PROJECT:	Expansion of Kauai Community College and work-study program in Kauai High and Intermediate School. Contact: State Department of Education.	work-study community colleges
HI PROJECT:	Student resource and activity center in Wilcox Elementary School. Contact: State Department of Education.	resource center
ID HB 330 S.L. 333	ENACTED. Amends Section 1, Chapter 309, Laws of 1972 to provide that the total funds appropriated from the general fund to the state board of education for educational television at the University of Idaho during the fiscal year ending June 30, 1973 may be used in matching available federal funds, rather than 25 per cent state and 75 per cent federal as it is now.	television finance

INSTRUCTION

IL ACTIVITY:	Developed "It Works This Way for Some: Case Studies of 15 Schools" and "Planning for Change: A Resource Catalog". Contact: Gordon Brown, Director, INSD, 216 E. Monroe St., Springfield, Ill. 62706.	school case study resource catalog planning
IL ACTIVITY:	Development of an evaluation instrument to assess the effectiveness of in-class instructional television using the Inside/Out Health Series as the pilot program for such evaluation. The objective of this assessment effort is that of determining the degree to which instructional television can influence the learning behavior of children in classrooms. This effort is being coordinated by Barbara Cole in conjunction with Tom Springer in the research section of the state department of public instruction.	evaluation television health education
IL ACTIVITY:	Development of an instructional television series on the Illinois and U.S. Constitutions. This series is to be incorporated in the general curriculum to enhance instruction presently being coordinated by Byron Bartlett. The resource person contracted for the project is Joseph P. Pisciotte, University of Illinois Government Professor recently appointed by Governor Walter to select candidates for the state school board of education.	television state history
IL ACTIVITY:	The Illinois Education News is a 16-page newspaper, published monthly for the purpose of informing educators and interested citizens of current educational achievements, issues, problems and approaches to solutions to such problems in public school education. Each issue features articles on innovative education programs through Illinois and public information and announcements from various departments in the office of the superintendent of public instruction. It also solicits information and responses to issues from major educational organizations -- Illinois Education Association, Illinois Federation of Teachers, Illinois Association of School Administrators and the Illinois Association of School Boards. The circulation of this publication increased from 14,000 to 40,000, then to 170,000 copies annually. Newspaper is coordinated by Gar Brown, Publications Section, State Department of Public Instruction.	publication
IL ACTIVITY:	Twelve thousand catalogues listing the holdings of the Instructional Materials Center have been printed and disseminated. Since most teachers have not had any preservice training in the appraisal of instructional materials this catalog is a valuable resource for general use as well as for borrowing from the Instructional Materials Center. Contact: Instructional Materials Center, State Department of Public Instruction, 1020 S. Spring, Springfield, Ill.	instructional materials catalog

INSTRUCTION

IL ACTIVITY:	The "Illinois Journal of Education" is published quarterly and is devoted to current issues, philosophies, methodologies and innovative programs in education. The major thrust of this publication focuses on current classroom issues and approaches to problem solving. Emphasis is placed upon soliciting manuscripts from teachers, administrators and students of Illinois and other educators who are concerned with educational problems throughout the United States as well as in Illinois. The "Illinois Journal of Education" has a quarterly circulation of approximately 8,500. This publication is assigned to Kathy Holley and coordinated by Gar Brown, both of the publications section of the department of media services, state department of public instruction.	publication
IL PROJECT:	Title III mini-grants. Some portion of the grant money has been identified for use in the mini-grant program where recipients will receive a maximum of $10,000. The process of review and evaluation is the same in this program as with the normal Title III function. Contact: Richard Garber, Director, Title III, ESEA, Office of the Superintendent of Public Instruction, 316 S. Second St., Springfield, Ill.	mini-grants
KS STUDY:	Funding of educational television. A study of the feasibility of the state assisting in the funding of educational television. Reference: HB 1554, Educational TV and Radio Authority and HB 1555, Telecommunication Services for Schools. Assigned to legislative special committee on ways and means, Representative Clyde Hill, Chairman.	television finance
KY PROJECT:	RISE - Regional Innovations and Services for Education. Project RISE has two components: region-wide inservice and exemplary programs. The region-wide inservice component offers inservice activities to introduce recent innovations in curriculum and staff development to meet needs of individual schools. These activities are planned and conducted on both region-wide and local district levels. Consultative help is available from the RISE staff in interaction analysis, self-enhancing education, self-motivation seminars, both basic and advanced, behavioral objectives, communication skills, transactional analysis, education leadership and values clarification. There are 12 exemplary programs. One, prescriptive reading inventory, is region-wide in scope; eleven are being developed in local districts whose proposals were approved by the RISE Board of Directors. These 12 projects are listed elsewhere in this report. Title III ESEA. Contact: Juanita Jones, Project Director, Tenth and Clark Streets, Paducah, Ky. 42001.	teachers training

INSTRUCTION

KY PROJECT:	The Webster County School System is applying the open-space continuous progress learning concept to traditional school buildings. The program is based on the success of the open-space Dixon Elementary School. Contact: Juanita Jones, Project Director, RISE, Tenth and Clark Streets, Paducah, Ky. 42001. Title III ESEA.	open classrooms
KY PROJECT:	An operational design to facilitate change within a region. This project is an attempt to establish an operational design to facilitate change within each school district of Title III ESEA, Region II. The process is composed of four steps to rational problem solving: (1) a decision to do something, (2) an active attempt to define the problem, (3) a search for possible solutions, and (4) an application of one or more potential solutions to see if they satisfy the need determined. The process will be utilized along with the concept of involvement of the four components of the project. They are: (1) local school activities as personified by Educational Program Development (EPD) Teams composed of members of the staffs of local school districts; (2) Individually Guided Education (IGE), a system for improving instruction at the elementary level by individualizing instruction techniques; (3) guidance, by looking at the role and impact of guidance programs in the local school system; and (4) the Resource Service Center, a supporting, energizing nucleus to provide materials and services for the other three components. Contact: Jack Neel, Project Director, College of Education, Western Kentucky University, Bowling Green, Ky. 42101.	program development individually guided guidance resource center
KY PROJECT:	Curriculum and staff development and supplementary educational services. Designed to ultimately improve instruction at all grade levels and further staff development. Plans for the first year of this new three-year project provided primarily for visitations and inservice training programs by participating school personnel, as preliminary steps in attaining valid curriculum change and staff development. Main objective is to assist teachers in developing new competencies and new learning activities. As a result of these, it is believed children at all grade levels will be more successful. By the end of the first year, participating schools will have determined the processes to be followed to accomplish desired changes. A number of miniprojects are being conducted in a variety of areas in the 31 public schools and 13 nonpublic schools involved in the project. Contact: Fowler E. Jeffries, ESEA Title III Project, Eastern Kentucky University, Richmond, Ky. 40475.	teachers training nonpublic

INSTRUCTION

KY PROJECT:	Individual guided education. A systematic approach to change by self improvement for staff and individualizing instruction for the pupil. The individual guided education program developed by the Kettering Foundation is composed of a consortium of eight local school districts. The process provides for individualized instruction, student assessment, specifying objectives and reassessment. Contact: Jack Neel, Director, ESEA Title III project, Suite 427, College of Education, Western Kentucky University, Bowling Green, Ky. 42101.	individually guided assessment
KY PROJECT:	Comprehensive Curriculum and Staff Development. The 33 participating school districts in Region II established Educational Program Development Teams. Tasks of the teams included (1) assessing instructional needs, (2) identification of priority needs in instructional programs, (3) development of approaches designed to fulfill the needs, (4) conducting the planned activities, and (5) evaluating the projects. To support the activities of the local teams, the Region II Title III project maintained a developing resource service center designed to provide adequate services for the teams to function effectively. The 45 local school developments established included: reading instruction, language arts, team teaching, nongraded organizations, special education, staff development projects, educational specifications, revision of language arts and social studies for the non-college bound, study for staff utilization, social studies, dropout prevention, curriculum guides, instructional program needs assessment, interaction analysis, curriculum needs assessment and the development of a junior high program. Special seminars also were conducted for teachers, principals and superintendents, based on the needs identified by each group. The primary purpose of the project was to promote the philosophy of, and active participation in the staff involvement method of continuous, integral part of its school district. Title III ESEA. Contact: Jack Neel, Project Director, Western Kentucky University, Bowling Green, Ky. 42101.	program development needs assessment resource center teachers principals superintendents training
KY PROJECT:	The Learning Center for Diagnostic Instruction was established at Alexandria to provide leadership and assistance toward the goal of individualization of instruction. Individualization can be achieved when the concept of diagnostic instruction is utilized. Under this concept, learners' needs are diagnosed, specific performance objectives are described, and instructional strategies are engineered to aid the learner in meeting his own performance objective. To do this, the center has designed seven steps for teachers to follow. These are: (1) determination of school	individualized instruction diagnostic personnel teachers training

INSTRUCTION

KY PROJECT:	(Continued) purposes, (2) diagnosis of learners' needs, (3) diagnosis of pupil's learning characteristics, (4) determination and writing of learner objectives, (5) development and implementation of instructional strategies, (6) assessment of the success of instruction, and (7) determination of recycling procedures. During the first year of operation, the center functioned to help teachers in the laboratory, satellite and peripheral schools to develop tentative practices and understandings of diagnostic instruction. During the second year, the project functioned to stimulate methodical experimentation to develop tentative practices and understandings of diagnostic instruction. During the second year, the project functioned to stimulate methodical experimentation to develop tentative practices and understandings of diagnostic instruction, thereby helping personnel to "learn by doing." Objectives of the center for the third year are (1) assisting the educational personnel of the region in applying, evaluating and refining their skills in applying criterion measures to the instructional strategies they use in meeting learners' needs; and (2) assisting regional personnel in designing, implementing and evaluating curriculum and instructional experimentation encompassing diagnostic instruction. Contact: Edward E. Ball, Project Director, Campbell County Public Schools, Alexandria, Ky. 41001.	
MD PROJECT:	Indicators of quality. An evaluation of classroom practices was conducted in continuum pilot schools. Each classroom in the pilot schools was scored in terms of individualization, interpersonal regard, creativity and group activity. More than 30 observers from Maryland school districts were trained to administer the evaluation instrument - indicators of quality. Contact: James L. Fisher, Consultant in Music, Maryland State Department of Education.	evaluation classroom practices
MD PROJECT:	Television calculus series for high school which includes student workbook of 60 lessons plus 30 workbook lessons and a teacher supplement. Teacher manuals are: "Teaching Children with Special Needs", "Basic Education: Teaching the Adult" and "Afro-American Perspectives". Contact: Angela McDermott, Director, Division of Instructional Television, MSDE, Maryland Center for Public Broadcasting, Owings Mills, Md. 21117; and T. K. Muellen, Assistant State Superintendent in Instruction, Maryland State Department of Education.	television mathematics exceptional child adult education ethnic groups materials

INSTRUCTION

MD PROJECT:

Title II of the Elementary and Secondary Education Act provides funds for print and nonprint materials for use by students and teachers in all schools, public and nonpublic, which provide elementary and secondary education. Four critical needs addressed by the Title II program in Maryland are: (1) improvement in reading, (2) improved knowledge and increased acceptance of people who are different ethnic or racial backgrounds, (3) programs in early childhood education, (4) career education. Beyond providing for basic grants for school library materials, ESEA, Title II, has provided for an increasing number of special projects, developing locally, to address specific priority needs. Special projects for fiscal year 1973 include selected sources for the evaluation and selection of instructional materials which will insure proper recognition of ethnic and cultural minorities. Packages of these bibliographies were sent to each local educational agency's central instructional materials center for system-wide use, and to the Archdioceses of Baltimore and Washington. Contact: Naomi W. Butler, Specialist, Federal Programs, Maryland State Department of Education, Division of Library Development; and Rosa L. Presberry, Specialist, Special Programs, Maryland State Department of Education.

materials
reading
ethnic groups
early childhood
career
nonpublic

MN ACTIVITY:

A partnership approach in Bloomington Public Schools, which have received funds from the council on quality education to develop and operate an experimental program of teacher training, with particular emphasis on cooperation among colleges, graduate schools, teachers and school administrations. A teacher education center merging preservice and inservice training has been established at Oak Grove Junior High. College juniors in education spend observation time in classrooms at Oak Grove on a regular basis. In addition, their basic college education course is held at the school. Student teachers attend weekly seminars at Oak Grove, under the guidance of Oak Grove faculty and administrators. Seminar discussions include problem situations in the classroom, extracurricular participation by the faculty, and mock job interviews led by the school principal. Contact: Division of Planning and Development, State Department of Education.

teachers
training

MN ACTIVITY:

Through Title III ESEA and the council on quality education, the department of education encourages districts to initiate educational changes, evaluate the success of change and to disseminate the result of changes to other districts. During 1971-73 different projects were concerned with a broad range of issues and problems: year-round school operation, environmental awareness, alternative (open) schools, reading, music,

year-round
environment
alternative schools
reading
music
math
desegregation

INSTRUCTION

MN ACTIVITY:	(Continued) math, school desegretation, etc. Approximately 85,000 pupils and 6,500 teachers participated in Title III projects during this period. Contact: State Department of Education.	
MN PROJECT:	Trained student tutors. Seeks to bolster a student's self-image and sense of worth by giving him an individual responsibility toward another student. In addition, pupils who require special attention because of learning or behavior problems are receiving individual assistance and forming one-to-one friendships with older students. The project is based on the belief that both tutors and tutees of all ability levels will benefit from the tutorial relationship. Involving children from kindergarten through high school, the program uses daily, bi-weekly and tri-weekly individualized schedules allowing each tutor to meet with her/his tutee on a regularly scheduled basis. Contact: Division of Planning and Development, State Department of Education.	peer tutoring
MN PROJECT:	Decision-making structure. A differentiated staffing study using two groups of teacher aides with differing responsibilities as the basis for determining effectiveness related to job satisfaction, instructional functions, community relationships and other components. The entire project serves as a model offering an alternative decision-making structure in American formal schooling. By making it possible for each family to decide on an individual basis what its children should learn in school, the program aims to produce a curriculum responsive to consumer needs and to demonstrate that all families, regardless of educational background, are capable of making appropriate choices for their children. Focus of the curriculum is on the importance of life skills. Additionally, the project develops new ways of organizing the school day to make self-directed learning a major goal of education and promotes the use of behavioral objectives as a means of reporting pupil progress. Contact: Division of Planning and Development, State Department of Education.	teachers aides differentiated staffing self-directed learning
MO PROJECT:	Guidance to facilitate behavioral change in Mt. Vernon Public Schools decreases the number of students identified as underachievers by implementing behavior modification activities developed by the staff. Group counseling was used with students displaying anti-social behavior, and parents were asked to cooperate with the program by providing additional experiences and reinforcement. Project Director: Paul Maple, Mt. Vernon Elementary School, Mt. Vernon, Mo. 65712.	underachievers behavior modification counseling parent participation

INSTRUCTION

MO PROJECT:	Learning improvement center in New Madrid Public Schools. Involved with identifying and providing assistance for underachievers in grades K-6, and in writing education prescriptions, providing materials to the classroom teacher or other school personnel. Arrangements will be made to provide workshops and other inservice training for the learning center staff and school personnel of the school district to further understanding and training in the areas of learning disabilities. Title III ESEA. Project Director: G. Robert Williams, P.O. Box 142, Canalou, Mo. 63828.	underachievers prescriptive teacher training
MO PROJECT:	Volunteers in education in Kansas City Public Schools. Provides volunteers, trained for a particular service, to assist and work with the school staff during school hours, offering supportive service and reinforcing the instruction of the professional staff. During the 1972-73 school year, 19 training sessions and workshops, covering tutoring, reading, tutoring math, library assistant, classroom assistant, special education assistant, eye testing and gross motor development in early childhood, were conducted. Special materials for the program have been produced. Title III ESEA. Project Director: Evelyn LeVine, 1211 McGee St., Kansas City, Mo. 64106.	volunteers training
MO PROJECT:	Year-round inservice in action in Francis Howell Public Schools. An inservice program which focuses on developing and improving teacher competency in prescribing appropriate instruction for each child in his/her class. Skills in promoting inquiry process learning in science and social studies developed through teacher study of programmed material, the utilization of new science and social studies material in the classroom, and inservice training by recognized authorities in the science and social studies curricula. Materials published recently in the area of behavioral objectives are studied and used as a basis for teacher improvement in recognizing and writing objectives in behavioral terms. Intensive training in individualizing instruction is offered to elementary and secondary teachers. They develop their own materials and choose from a variety of commercially prepared materials. Last year teachers developed a reading continuum, math continuum, learning activity packets, classroom learning centers and several programmed lessons for their classes. Project Director: Charles Hensley, 4525 Central School Road, St. Charles, Mo. 63301. Title III ESEA.	individualized instruction teachers training science social studies reading mathematics

INSTRUCTION

NH	HB 472 RSA 186:59	ENACTED. Authorizes the department of education to contract with school volunteer programs for continued services and making an appropriation therefor.	volunteers
NH	PROJECT:	Individually guided education program. Cooperating districts will study and utilize methods and resources to personalize learning. The program is a process that uses resources available to get individually guided education sooner. The program has a pilot school in each of twelve supervisory unions. Contact: R. Cliff Wing, Bow Memorial School, Bow, N.H. 03301.	individually guided
NJ	ACTIVITY:	Conferences on individualization of instruction at various grade levels. Contact: The Office of Equal Educational Opportunity, State Department of Education.	individualized instruction conferences
NJ	ACTIVITY:	Brookdale Community College offers all of its programs using an individualized open-space class instruction scheme. Contact: Arthur Beadle, Chairman, Business Education, Brookdale Community College,765 Newman Springs Road, Lincroft, N.J. 07738.	individualized instruction open classrooms community colleges
NJ	PROJECT:	Computer Based Resource Units. Computer Based Resource Units (CBRU's) are designed to facilitate planning, instruction and evaluation based on the individual and class needs of students by serving as a research and information gathering tool for teachers. A typical CBRU makes the following information readily available: (1) learning objectives, (2) content, (3) class and individual activities, (4) measuring devices, and (5) an extensively annotated bibliography. The system was developed by the Research and Development Complex at the State University of New York at Buffalo. Since 1971, the CBRU system has been used statewide to facilitate prescriptive lesson planning for children classified as neurologically and/or perceptually impaired (project APPLE). In 1973, New Jersey began developing a series of CBRU's in environmental education for use throughout the state on a voluntary basis. By June 1974, 13 plans are underway to expand the program to all curriculum areas statewide. Contact: Louis Iozzi, Branch of Administrative, Supervisory and Curriculum Services, State Department of Education.	evaluation prescriptive exceptional child computers information system environment
NJ	PROJECT:	Project open classroom (Wayne). Process oriented program; structured individualized instruction; elementary education; staff development; nationally validated by OPD/USOE. Director: Thelma Newman. Contact: Robert Ward, State Director of Educational Development, State Department of Education, 1000 Spruce St., Trenton, N.J.	individualized instruction open classrooms staff development

INSTRUCTION

NJ PROJECT:	Learning Experience Module (LEM) - Hackensack. Open school plan; renovation techniques for old buildings; core curriculum, individually prescribed instruction; differentiated staffing. Nationally validated by OPD/USOE. Director: Eleanor Russo. Contact: Robert Ward, State Director of Educational Development, State Department of Education.	open schools individualized instruction differentiated staffing
NJ PROJECT:	The bureau of instructional technology, in cooperation with Caldwell West-Caldwell school district is beginning a project on Comprehensive Achievement Monitoring (CAM). This computer application to instruction monitors individual student progress on specific behavior objectives and includes diagnosis before instruction, prescriptions, mini-exams and follow-up data on student retention. Contact: State Department of Education.	behavior objectives computers diagnostic prescriptive
NY ACTIVITY:	The first statewide conference on the potential of cable television for education was conducted by the regents of New York. It focused on major presentations by the commissioner of the federal communications commission, and the chairman of the New York State Commission on Cable Television. It included presentations related to the educational and legal aspects of cable use. One major presentation featured the way in which at least one cable system and one school system were able to cooperate in making available additional learning opportunities through the use of the system in the community of Wappingers Falls. The availability of materials of an educational and instructional nature from the New York State Education Department to CATV system operators was also demonstrated. Contact: Bernarr Cooper, Chief, Bureau of Mass Communications, State Education Department.	television conferences
NY PROJECT:	The utilization of human resources for the purpose of individualizing instruction. Facilitates, improves and humanizes the learning of children by refining the process of individualizing instruction through a search for efficient use of human resources such as patterns of staffing; through improved performance of personnel in their modes of contact with children; through development and sharpening of staff skills in the selection, creation and development of learning materials required for the multiplicity of styles and rates of learning; through more widespread and creative use in and out of the classroom of a wealth of community resources. An ESEA Title III project. Therese A. Levesque, 10 Western Highway, Orangeburg, N.Y. 10962.	staffing patterns individualized instruction community involvement

INSTRUCTION

NY PROJECT:	A regional approach to systematic planning in individualized instruction. Encourages, supports and disseminates exemplary individualized instruction practices in Nassau and Suffolk counties through the identification of currently operating programs, dissemination of information about these programs, staff training and consultant services and the creation of an individualized learning and evaluation center as a long-term innovative support institution. An ESEA Title III project. Contact: Theodore C. Roth, 201 Sunrise Highway, Patchgue, N.Y. 11772.	regional individualized instruction personnel training
NY PROJECT:	Greenport continuing development and remedial reading center. Peer and senior citizens tutoring, diagnostic-prescriptive teaching, leisure reading program, resource bank development, public and school library programs, and visitations are some of the unique features of this program designed to end regression in reading achievement which frequently occurs between the third and eighth year of schooling. An ESEA Title III project. Contact: Richard Woolley, Greenport Public Schools, Front St., Greenport, N.Y. 11944.	peer tutoring diagnostic reading resource bank
NY PROJECT:	A reception center for low-achieving school entrants. Diagnosis and intensive prescriptive treatment provided to new school entrants in grades 2 through 6 who are one and one half years below grade level in reading and/or language skills. Children spend one half day at center and one half day in regular classrooms. An ESEA Title III project. Contact: Miles B. Borden, Amityville Public Schools, Route 110 and North Drive, Amityville, N.Y. 11701.	underachievers diagnostic reading
NY PROJECT:	Model programs to assist teachers in utilization of individual approaches to learning. In a predominately rural area, teachers and administrators are involved in individualizing learning modes by: (1) creating a more open atmosphere within the classroom, (2) through inservice training, making teachers aware of the variety of teaching methods, scope and variety of materials and their uses, (3) studying the varying needs of students and gaining an understanding of how they learn. An ESEA Title III project. Contact: Alan Osterhout, 132 West German St., Herkimer, N.Y. 13350.	individualized instruction teachers training
NY PROJECT	SEARCH emphasizes curriculum development in reasoning and valuing and provision of experiences in affective learning and interdisciplinary studies. Six prototype districts are: Hamilton, Fulton, Montgomery BOCES, New Hartford, Utica, Greece, Millbrook and Fredonia An ESEA Title III project. Contact: William Clauss, Division of Humanities, State Education Department.	reasoning valuing curriculum development

INSTRUCTION

NY PROJECT:

Project ICEIT (Improving Cost Effectiveness in Instruction Through Technology) is a broad-based development program which seeks to organize and employ technology to affect both the quality and cost of education. There are system components designed for pre-kindergarten, elementary and secondary levels. The current focus of effort and expenditure is at the elementary level, grades 1-6. The primary objective of ICEIT is to provide high quality education at a lower unit cost. The unit cost of instruction is lowered by substantially reducing the traditional requirement for daily teacher supervision. The system provides each student with a half-day of television-managed instruction in nonbasic skill areas of the curriculum and incorporates programmed student activity materials and paraprofessional supervision.

Project ICEIT was conceived in 1969. In 1971, the first generation of the system was field-tested in the Rochester City Schools for a period of two weeks. An evaluation by the state university at Brockport found that the system had produced significantly positive effects on children. A second generation was developed in the same year to make certain corrections in the format. This version was tested in the Baldwin Public Schools and was found to be of substantially higher quality. In 1972 a third generation of the system was produced for the purpose of statewide field testing. During 1972-73, the two-day pilot was presented to fourth grade students in school districts of all types. Evaluation showed that the results were uniformly excellent. Among the most impressive findings was the fact disadvantaged-bilingual, inner city children (e.g., District #9, NYC) and affluent suburban children (e.g., Pocantico Hills) tended to [illegible] with equal enthusiasm to the instruction. Both groups performed very well on system tests. It is believed that the relative equality of reaction and performance occurred because the design of instruction is aural-visual and therefore depends less on reading ability than other instruction. Currently, the New York State Education Department, in cooperation with contributing school districts throughout the state, is producing 20 additional system days for field-testing in spring 1974. Instructional design for 160 additional days has just begun with the ultimate objective of a full-year test of the system at grade four to commence in September 1974. Successful validation will be followed by the production and installation of a fully articulated system in grades 1-6. Contact: Raymond W. Graf, Chief, Bureau of Educational Communications, Room 476 EBA, State Education Department.

cost-effectiveness
technology
early childhood
television

INSTRUCTION

NY PROJECT:

The System for Pupil and Program Evaluation and Development (SPPED) is intended to provide school districts with resources for instructional program development via the provision of banks of objectives and test items and to provide both the state and local districts with resources for pupil and program management through the generation of computer-based reports related to student performance. There are three major parts of the SPPED project: (1) a bank of behavioral objectives, test items and instructional resources known as BOIR; (2) a computer-based evaluation system employing Comprehensive Achievement Monitoring (CAM); and (3) sets of planning and training materials that support system implementation.

Activity on the SPPED project during the past year has led to the completion of the K-12 bank of objectives for reading, and some 2000 test items coordinate with those objectives and a training manual to support use of the objectives and items. At the same time, an increasing number of school districts began to use the system resulting in over 40 district projects operating on their own or in conjunction with five SPPED BOCES centers set up to assist schools with implementation. Product development activities for the 1973-74 school year will be focused on an evaluation of the reading objectives leading to their refinement. It is expected that approximately 165 districts will formally participate in the study. SPPED implementation activities will be considerably increased not only by the 163 districts but also by the establishment of at least nine new BOCES centers. It is expected that these nine new centers will, in addition to serving already committed districts, largely relate to the 200 or more districts that are expected to review and use the new set of reading objectives. Contact: Robert P. O'Reilly, Bureau of School and Cultural Research, State Education Department.

program
development
computers
evaluation
behavioral
objectives
instructional
resources
test items
reading

NY PROJECT:

Project Redesign attempts to humanize education by making it less depersonalized, to individualize the learning process, to exploit technology for educational uses and to make education more responsive to changing expectations in community. Four local school districts representing large city suburban, small city and rural types, and a board of cooperative services are engaged in a variety of approaches toward renewing their school system including: an alternative school, a nongraded middle school, new reading program, teacher inservice, early childhood education and the use of multi-media including development of a 10-watt FM station. An ESEA Title III project. Contact: William Webster, Coordinator of Redesign Project, State Education Department.

alternative schools
nongraded
middle school
early childhood
media
reading
BOCS
teachers
training

INSTRUCTION

OK	PROJECT:	Intermediate service center in Alva. This is a cooperative inservice project with emphasis on improving the curriculum. Contact: Robert Brandenburg, Superintendent, Alva Public Schools, Alva, Okla. 73717.	intermediate service center personnel training
OK	PROJECT:	Toward a significant difference in Oklahoma television. A cooperative program providing video tape teaching for 28 schools. Contact: Larry Thomas, Director, Stillwater Public Schools, Stillwater, Okla. 74074.	television video tape
OK	PROJECT:	Multiphased individualized instruction program. Contact: Steve Ellis, Director, Oklahoma City Schools, Ninth and Klein, Oklahoma City, Okla. 73106.	individualized instruction
OK	PROJECT:	A developmental approach to psychomotor transfer. The program is an innovation for the first three grades. Contact: Don Friesen, Director, Fairview Public Schools, Fairview, Okla. 73737.	psychomotor transfer
OK	PROJECT:	Accountability and minicourses. A program at the junior high level that provides opportunities for the students to design minicourses from a list voted on by the students. Contact: Kenneth Elsner, Assistant Superintendent, 1216 S. Rankin, Edmond, Okla. 73034.	minicourses
OK	PROJECT:	Colbert CAP Proposal. A nongraded primary program with the open space concept. Contact: C. F. oward, Superintendent, Colbert Public Schools, Colbert, Okla. 74733.	open schools nongraded
OR	PROJECT:	Senior aide volunteer educators. To provide modern programs in reading, mathematics and science through individualizing instruction. The intent of the project is to utilize mature adults as senior aide volunteer educators to aid pupils in acquiring early mastery of fundamental skills. A side benefit to pupils will be their gain in understanding and respect for older people. Inservice for aides will be conducted. Contact: Pete Taylor, 13137 S.W. Pacific Highway, Tigard, Ore. 97223.	individualized instruction reading mathematics science aides training volunteers
OR	PROJECT:	A systems approach to individualized instruction. To develop and test a comprehensive individualized instructional program (1-6) in the basic skill areas through the development and use of program management units i.e., learning packages; teachers to be trained in the writing and production and use of program management units. Contact: Dale Fallow, Manzanita Elementary, 310 San Francisco, Grants Pass, Ore. 97526.	individualized instruction teachers training
PA	SB 709 Act 103	ENACTED. Further providing for the state plan for educational broadcasting by requiring that "prior to adoption or amendment of the state plan, the board shall submit the plan to the Pennsylvania Public Television Network Commission and receive its comments thereon."	television

INSTRUCTION

SC PROJECT:	Dealing with learning problems provides a resource room for Richland District #2 children having problems in learning or behavior. Major objectives are to increase their achievement in mathematics and language arts and to increase the number of teachers trained to work with such children. The 156 students now enrolled are evaluated by seven project teachers, chosen because their principals consider them master teachers, assisted by district special service personnel. Based on the children's strengths and weaknesses, modality preferences and personal interests, individualized remedial instruction is designed to supplement regular classroom studies. Resource teachers instruct the children until their difficulties have been eliminated or significantly reduced. Director: Herbert B. Tyler, 6831 Brookfield Road, Columbia, S.C. 29206.	underachievers mathematics language arts individualized instruction
SC PROJECT:	Secondary curriculum revision is now being completed in its third year at Ninety Six High School. The entire high school curriculum has been remodeled into individualized Learning Activity Packages (LAPS), written by local teachers. The LAPS were written on four levels, from which students choose the level at which they can progress at their own rate. Students are required to complete the entire scope and sequence for each course to receive credit, but may begin the year where they left off the preceding year on any LAP. This program has virtually eliminated failures among the 400 students attending. Director: Tommy V. Campbell, Ninety Six High School, Ninety Six, S.C. 29666.	individualized learning
SC PROJECT:	Individualized instruction: placing learning ahead of teaching is directed toward higher achievement in language arts and math and in helping students become self-directed learners. The project involves 145 students from two elementary schools and one junior high school in Florence School District #1. In the elementary centers, two teachers and an aide offer individualized instruction in language arts and mathematics through learning stations and self-selection experiences. Mathematics, social studies, science and language arts are interrelated with problem solving, critical thinking and decision making at the junior high level. Director: Louise T. Scott, 109 W. Pine St., Florence, S.C. 29501.	individualized instruction self-directed learning language arts mathematics social studies science
SC PROJECT:	Project affect at Aynor High School is an effort to implement the educational philosophy that learning is important and that knowledge is retained only when it makes a difference in people's feelings and attitudes. Its objective is to affect 700 students' attitudes toward learning, including their attitudes toward themselves, their peers and their teachers. A major function of the project is to	affective goals teachers training

INSTRUCTION

SC PROJECT: (Continued) retrain teachers through workshops, planning sessions, process evaluation, materials and continuing guidance. Teachers accepting affective goals for their students devise learning situations oriented toward success and built on individual student interests. Director: Janet L. Jones, Aynor High School, Aynor, S.C. 29511.

SC PROJECT: Resource teacher for improved achievement is an Aiken County project serving 30 children in grades 1-6 identified as having characteristics of potential failure. Its major objectives are to improve these children's academic skills and emotional adjustment. The children are referred to the district's child study center for evaluation and formulation of a teaching prescription. Resource teachers in the children's regular schools assist the center staff in implementing this prescription through necessary materials and techniques, by individualized instruction, and through coordinated efforts with their classroom teachers. Director: John B. Bradley, 3560 Augusta Road, Aiken, S.C. 29801.

resource teachers
prescriptive
individualized instruction

SC PROJECT: Diagnostic-prescriptive teaching project in Lancaster city schools seeks to identify the physical, intellectual, emotional, social and other developmental factors which are barriers to learning, then develop meaningful educational programs for children with learning problems. The program focus is threefold: diagnose the special problems of 108 children enrolled annually; prescribe a developmental or remedial program based upon this evaluation; and assist the classroom teacher to select materials and teaching techniques that best facilitate learning. The school psychologist, nurse and other auxiliary personnel work with the diagnosticians and classroom teachers in this interdisciplinary approach. Director: Betty B. Brown, Lancaster City Schools, P.O. Box 520, Lancaster, S.C. 29720.

diagnostic

SC PROJECT: Youth tutors youth in Lamar area schools as 30 high school tutors help 40 elementary children experiencing difficulty in reading - and learn a lot about themselves in the process. The tutors, who are average and above-average students, devote their free period four or five days a week throughout the year to helping younger children from one of the two elementary schools. Tutors work with the same children all year, from September through mid-May. Director: Ann B. Hargrove, Drawer 327, Lamar, S.C. 29069. Contact: Clifton R. Saverance, Area Superintendent, Drawer 327, Darlington Ave., Lamar, S.C. 29069.

peer tutoring
reading

INSTRUCTION

SC PROJECT:	Multi-media approach to learning focuses on two teams of teachers for 240 students in Greenville County schools. Teachers of language arts, social studies, math and science combine forces with a media technician, secretary and teacher aides to assist teachers and students in exploring varied learning media and methods. The flexible program has four main thrusts: to develop more positive student self-concepts; use of varied instructional media and methods; student involvement in planning and selecting their activities and media; and wide use of community resources. A Title III project which received an Educational Pacesetter award from the National Advisory Council on Supplementary Centers and Services, Washington. Director: Betty Martin, 420 N. Pleasantburg Drive, Greenville, S.C. 29606.	team teaching media community involvement
SC PROJECT:	Prevention of first grade failures uses learning centers stocked with manipulative devices and language-building readiness materials such as "Learning through Language." Conducted during a six-week summer session at Lexington School District #4, the project tests incoming first-graders with the "Metropolitan Readiness Test" from which scores determine priority for participation of pupils. The "Barbe Reading Readiness Skills Checklist" is used as an aid in developing readiness. Pupils are retested in September and those showing sufficient progress are placed in regular first grades. Others meet in small groups for 45 minutes daily to continue developing readiness skills. Director: Linda DeLany, P.O. Box 128, Swansea, S.C. 29160.	learning centers reading
SC PROJECT:	Classroom rehabilitation through behavior modification (behavior management). The objectives are: (1) to adapt materials and methods to individualized instruction; (2) to encourage the teacher to accept full responsibility for student learning; (3) to motivate student attendance and achievement by reducing placement errors and retention and to stimulate through success experiences; (4) to utilize counseling as a tool to effect adjustments in motivation achievement and attitude. Contact: R. H. Gettys, Administrative Superintendent, Box 520, Abbeville, S.C. 29620.	behavior modification individualized instruction counseling
SD HB 809 Ch. 314	ENACTED. Excludes elementary and secondary students from volunteer employes and workmen's compensation coverage except for students in off-school-premises work experience for whom the district becomes the employer and workmen's compensation carrier.	work-study

INSTRUCTION

TN HB 163 SB 841 Ch. 189	ENACTED. Provides for voluntary participation of parents in educational process, and shall permit a parent to participate in some school activity at the school for not more than one hour each month.	parent participation
TN PROJECT:	A prevention-intervention model for student's learning and behavior problems. The purposes of the project are to train teachers who are indigenous to a given school system, and who earn salaries commensurate with other teachers in the system, to deal with behavioral academic and other ecological difficulties of early elementary age children in a normal school environment, and by using the above described population and setting, successfully field-test what has been essentially a residential model for working with these same problems of children. Contact: Wayne Pyle, Director, 214 Howard High School,700 Second Ave. S., Nashville, Tenn. 37210.	behavior modification teachers training
TX PROJECT:	The following are demonstration schools in individualized instruction: Lincoln Elementary School, Edinburg CISD (mathematics, reading and spelling). Contact: Andres G. Lopez, Principal, 1319 E. Lovett, Edinburg, Tex. 78539. Lincoln-Lee Elementary, Lyford CISD (reading clinic, oral language). Contact: Rosendo Rodriguez, Principal, Highland Ave., Lyford, Tex. 78569. San Isidro Elementary, San Isidro ISD (reading, mathematics). Contact: Vincento Vicinaiz, Principal, San Isidro, Tex. 78588. Meadowbrook Elementary, Corpus Christi ISD (reading, primary module). Contact: David S. Nickerson, Principal, 901 Meadowbrook Drive, Corpus Christi, Tex. 78412. Richard King High School, Corpus Christi ISD ("AESOP" English, mathematics, history). Contact: Kent Pogue, Principal, 5225 Gollihar, Corpus Christi, Tex. 78412. Ashford Elementary, Houston ISD (all subjects, K-5). Contact: Clyde Blackman, 1815 Shannon Valley Drive, Houston, Tex. 77077. Blue-Ridge Elementary, Fort Bend ISD (all subjects, K-5). Contact: L. R. Ledger, Principal, 6241 McHord Road, Stafford, Tex. 77477. Barbers Hill Elementary, Barbers Hill ISD (language arts, mathematics). Contact: John T. Wheeler, Principal, Progress and Sunny Lane, Mt. Belview, Tex. 77580.	individualized instruction

INSTRUCTION

TX PROJECT:

(Continued) John A. Winship Elementary, Spring ISD (language arts, mathematics). Contact: Harold C. Miller, Principal, 2175 Spring Creek Drive, Spring, Tex. 77373.

Ponderosa Elementary, Spring ISD (all subjects, K-5). Contact: Virginia Simmons, Principal, 17202 Butte Creek, Houston, Tex. 77090.

Westchester Junior High School, Spring Branch, ISD (all subjects, K-6). Contact: J. D. Rhoads, Principal, 1001 N. Kirkwood, Houston, Tex. 77043.

Dowling Elementary, Port Arthur ISD (all subject, K-6). Contact: Evelyn Sechler, Principal, 6301 Pat Ave., Port Arthur, Tex. 77640.

Fletcher Elementary, Beaumont ISD (mathematics, reading, nongraded). Contact: Lurline Bean, Principal, 1050 Ave. E, Beaumont, Tex. 77701.

Stephen F. Austin High School, Bryan ISD. (all subjects, 9-10). Contact: Leon A. Jackson, Principal, 801 S. Ennis, Bryan, Tex. 77801.

Bryan High School, Bryan ISD (science, English, social studies). Contact: Bobby J. Beard, Principal, 3401 E. 29th St., Bryan, Tex. 77801.

St. Thomas Episcopal School (all areas, kindergarten). Contact: Rev. Oxley, 906 Jersey St., College Station, Tex. 77840.

Reagan Elementary Learning Center, Palestine ISD (all subjects, 1-2). Contact: Alan B. Gilchrest, 410 Micheaux St., Palestine, Tex. 75801.

Baker Elementary, Koonce Middle School, Turner Junior High School, Carthage ISD (mathematics, remedial). Contact: Earl Cariker, Corner of Ash and Anderson, Carthage, Tex. 75633.

McNiel Junior High School, Wichita Falls ISD (all subjects, 7-8). Contact: Johnnie Ozee, Principal, 4712 Barnett Road, Wichita Falls, Tex. 76310.

Vernon Intermediate School, Vernon ISD (reading, 7-8). Contact: Bernard Passmore, Principal, 2201 Yamparika, Vernon, Tex. 76384.

Birdie Alexander Elementary, Dallas ISD (mathematics, reading). Contact: Kenneth N. Brashear, Principal, 1830 Goldwood St., Dallas, Tex. 75232.

F. P. Caillet Elementary, Dallas ISD (reading, mathematics). Contact: Joel P. Pittman, Principal, 3033 Merrell Road, Dallas, Tex. 75229.

individualized instruction

INSTRUCTION

TX PROJECT:	(Continued) Marvin Elementary, Waxahachie ISD (all subjects, ages 6-8). Contact: C. A. Riddle, Principal, 101 E. Marvin, Waxahachie Tex. 75165.	individualized instruction
	Memorial Elementary, Plano ISD (all subjects, K-6). Contact: Don Dunlap, Principal, 2600 Ave. R, Plano, Tex. 75074.	
	W. H. Gaston Junior High School, Dallas ISD (language arts, mathematics, science). Contact: Robert Robinson, Principal, 9565 Mercer Drive, Dallas, Tex. 75228.	
	Waxahachie High School, Waxahachie ISD (English, 10-11-12). Contact: Harold Dorsey, Principal, Highway 77 N., Waxahachie, Tex. 75165.	
	The Lamplighter School, nonpublic (all areas, preschool-4). Contact: Natalie Murray, 11611 Inwood Ave., Dallas, Tex. 75229.	
	Dunbar Community Learning Center, Dallas ISD (all areas, ages 4-11). Contact: Robert Brown, Jr., Principal, 4200 Metropolitan Ave., Dallas, Tex. 75210.	
	St. Bernard Catholic School, Parochial (mathematics, 6-8). Contact: Sister M. Conners, Principal, 1420 Old Gate Lane, Dallas, Tex. 75218.	
	Alice Carlson Elementary, Fort Worth ISD (mathematics, reading, science). Contact: Tom Young, Principal, 3320 W. Cantey, Fort Worth, Tex. 76109.	
	Dove Elementary, Grapevine ISD (reading, mathematics). Contact: Al Miller, Principal, 1932 Dove Road, Grapevine, Tex. 76051.	
	Hurst Hills Elementary, Hurst-Euless-Bedford ISD (open school and learning packets). Contact: Daniel A. Maddalun, Principal, 525 Billie Ruth Lane, Hurst, Tex. 76053.	
	Sagamore Hill Elementary, Fort Worth ISD (creative courses K-5). Contact: Jack Smith, Jr., Principal, 701 Hughes St., Fort Worth, Tex. 76103.	
	J. B. Little Elementary, Arlington ISD (all subjects, 1-6) Contact: Flo Gobbel, Principal 4215 Little Road, Arlington, Tex. 76016.	
	Berta May Pope Elementary, Arlington ISD (Contracts, 1-6). Contact: James D. Bradham, Principal, 901 Chestnut Drive, Arlington, Tex. 76012.	

INSTRUCTION

TX PROJECT:

(Continued) Woodrow Wilson Elementary, Denton ISD (resource units, 1-6). Contact: Sammy Spratt, Principal, 1501 Emerson, Denton, Tex. 76201.

individualized instruction

Bedford Junior High, Hurst-Euless-Bedford ISD (mathematics, reading, social studies). Contact: Irwin Mathews, Principal, 325 Carolyn Drive, Bedford, Tex. 76021.

Leonard Middle School, Fort Worth ISD (mathematics, reading, English, nongraded). Contact: Paul Pearson, Principal, 8900 Chapin Road, Fort Worth, Tex. 76116.

Rosemont Middle School, Fort Worth ISD (bilingual, industrial arts). Contact: Dan M. Rhome, Principal, 1501 West Seminary Drive, Fort Worth, Tex. 76115.

Nolan High School, Fort Worth Diocese (science, math, foreign language, English). Contact: Brother Henry Ringkamp, S.M., 4501 Bridge St., Fort Worth, Tex. 76103.

St. Paul's Episcopal School (all subjects except science). Contact: Jimmie Owen (Mrs.), Director, 517 Columbus, Waco, Tex. 76702.

Bonham Elementary, San Marcos ISD (language arts, mathematics, science). Contact: Larue Miller, Principal, 210 Lee St., San Marcos, Tex. 78666.

Highland Park Elementary, Austin ISD (reading, K-6). Contact: Wayne E. Richards, Principal, 4900 Fairview, Austin, Tex. 78731.

Pecan Springs Elementary, Austin ISD (mathematics, K-6). Contact: Charles Henderson, Principal, 3100 Rogge Lane, Austin, Tex. 78723.

West End Primary School, Taylor ISD (language arts, K-2). Contact: Dawn Mayers, Principal, 1301 W. 4th St., Taylor, Tex. 76574.

Wall Elementary, Wall ISD (all subjects, nongraded). Contact: Wilbert Jost, Principal, Highway 87, Wall, Tex. 76901.

Hillcrest Elementary, Dumas ISD (social studies mathematics, reading). Contact: O. C. Spears, Principal, Sixth and Pear, Dumas, Tex. 79020.

Tierra Blanca Elementary, Hereford ISD (all subjects, preschool through grade six). Contact: Phillip Shook, Principal, Columbia Drive, Hereford, Tex. 79045.

Brownfield Intermediate School, Brownfield ISD (reading, math, language arts). Contact: Dale Sides, Principal, 302 E. Main, Brownfield, Tex. 79316.

INSTRUCTION

TX PROJECT:	(Continued) Brownfield Middle School, Brownfield ISD (mathematics, 6-8). Contact: Don Hendley, Principal, 1001 E. Broadway, Brownfield, Tex. 79316.	individualized instruction
	Adult Learning Center, Lubbock ISD (adult basic education). Contact: Fred Young (Mrs.), Director, 610 Avenue Q, Lubbock, Tex. 79401.	
	William B. Travis Elementary, Midland ISD (language arts, 5-6). Contact: Jack D. Hightower, Principal, 900 E. Gist, Midland, Tex. 79701.	
	Burnet Elementary, El Paso ISD (all subjects, 1-6). Contact: Don Mitchell, Principal, 3700 Thomason St., El Paso, Tex. 79904.	
	Magoffin Elementary, El Paso ISD (all areas, K-8). Contact: Jack Marcell, Principal, 4931 Hercules Ave., El Paso, Tex. 79904.	
	Henderson Intermediate School, El Paso ISD (language arts, math, reading, science, social studies). Contact: Bob Anaya, Coordinator, 5505 Comanche, El Paso, Tex. 79905.	
	Kindred Elementary, South San Antonio ISD (mathematics, reading, 1-3). Contact: Albert M. Casillas, Principal, 7811 Kindred Road, San Antonio, Tex. 78224.	
	Clear Spring Elementary, North East ISD (all subjects, 1-5). Contact: Esther Pape, Principal, 4311 Clear Spring, San Antonio, Tex. 78217.	
	Holy Spirit School, nonpublic (language arts, science, mathematics, social studies). Contact: Sister Mary Martin Stewart, O.S.B., 770 W. Ramsey, San Antonio, Tex. 78216.	
TX PROJECT:	Individually guided education program. Eustace ISD. Contact: Nolan Stretcher, Superintendent, Box 188, Eustace, Tex. 75124.	individually guided
TX PROJECT:	Project CHILD, Region X Service Center. Contact: Hayden W. Goodgion, Region X Education Service Center, P.O. Box 1300, Richardson, Tex. 75080.	regional service center
TX PROJECT:	Irving Instructional Center, Irving ISD. Contact: John Townley, Superintendent, Box 2637, Irving, Tex. 75060.	instructional center
TX STUDY:	Project people reentering into mainstream education. Contact: Jerry Vlasak, Texas Education Agency.	mainstream education
TX STUDY:	Instructional-based appraisal system. Contact: Dwain Estes, Region XX Texas Education Center, 1550 N. E. Loop 410, San Antonio, Tex. 78209.	appraisal system

INSTRUCTION

TX STUDY:	Individualization of instruction inventory. Contact: Ben M. Harris, Department of Educational Administration, The University of Texas, Austin, Tex. 78712.	individualized instruction inventory
TX STUDY:	Descriptive observational record for individualization of instruction. Contact: Ben M. Harris, Department of Educational Administration, The University of Texas, Austin, Tex. 78712.	individualized instruction
VT PROJECT:	Curriculum workshop for children. Grade level: elementary. It is the objective of this project to integrate manipulative activities within the curriculum content of elementary schools and to provide manipulative experiences for elementary school children which will facilitate the development of eye-hand-mind coordination skills. Through the program, elementary school students acquire a recognition of tools and materials, a knowledge of how they are used, and develop the manipulative skills needed to use them. Contact: Jeanne McWaters, Molly Stark School, Bennington, Vt.	manipulative skills
VT STUDY:	A study listing selected innovative processes in Vermont secondary schools has been completed by the department of education in cooperation with Vermont Headmasters Association. Contact: Don McCafferty, State Department of Education.	innovative processes
VA HJR 270	ADOPTED. Directs the department of labor and industry to make a study and report on certain aspects of the child labor laws since many students under the age of 18 work while attending public schools and colleges, and many work when enrolled in vocational or work-training programs.	child labor laws work-study
VA PROJECT:	Multimedia Education for the Diversification of Instruction and Achievement (MEDIA). The goal is to assist Albemarle County to reorganize and develop by 1976 a new program in four middle schools. The approach used includes intensive inservice training for teachers and administrators concerning the middle school concept and the use of multimedia to diversify and individualize instruction. Much of the inservice training will be conducted by faculty members from the School of Education, University of Virginia. Facilities are provided in a media center for the production, distribution and storage of films, filmstrips, audio-video cassettes and other media used in the new middle school program. A Title III project. Division Superintendent: Clarence S. McClure. Project Director: C. Franklin Drumheller. Both at Albemarle County Public Schools, County Office Building, Charlottesville, Va. 22901.	individualized instruction teachers administrators training

INSTRUCTION

VA PROJECT:	Television Instruction Moves Education (TIME). A junior high school is totally equipped for full utilization of educational television. In the first year of operation emphasis was on inservice training in television utilization to supplement instruction. Through videotape recordings, scheduling difficulties were overcome to afford all students an opportunity to be served equally by educational television. A Title III project reported in August 1972. Division Superintendent: Thomas C. McSwain, Box 359, Staunton, Va. 24401. Project Director: Kay F. Dixon, Shelburne Junior High School, Grubert Ave., Staunton, Va. 24401.	television teachers training
VA PROJECT:	Humanizing Education to Allow Real Teaching (HEART). Implementing the British primary concept of humanistic education in the Plains Elementary School, a newly constructed open-space school for grades 1 through 6. Includes intensive inservice training for all personnel beginning with summer workshops and continuing throughout the school year in a teacher renewal center which provides a model demonstration classroom to retrain teachers in the techniques of individualization; community-school liaison with members of community involved in inservice training; assistance from three area teacher training institutions with individualized instruction. A Title III project reported in August 1972. Division Superintendent: Forrest L. Frazier; Project Director: J. Owen Long, Jr., both at County Office Building, Harrisonburg, Va. 22801.	open schools individualized instruction teachers training community involvement
VA PROJECT:	Mobile Audiovisual Library (MOAVLI). Provides films, filmstrips and transparencies for grades 1 through 12 in the schools of Powhatan, Amelia and Coochland counties. The basic purpose of the program is to make school and the learning process more interesting to students through the use of a large and varied supply of audiovisual materials available on a local basis, by helping teachers to utilize the best methods for teaching with these materials and by fostering the initiation of novel classroom projects and the free exchange of innovative ideas. A Title III project reported in 1972. Division Superintendent: J. S. Caldwell, Box 38, Powhatan, Va. 23139; Project Director: Charles Temple, Box 116, Powhatan, Va. 23139.	audiovisual library
VA PROJECT:	A model for focusing the human resources of the Chesapeake City Schools upon the teacher-learning situation in Chesapeake City. Director: Kenneth Fulp, Assistant Superintendent, Chesapeake City public schools.	human resources

INSTRUCTION

VA PROJECT:	Small Schools of the '70s. Envisioned as a means of promoting high standards of education, developing sound personality traits, self-respect and equality of opportunity for each child, the Small Schools of the '70s program leads to development of a change process, better utilization of staff, students and parents, and a curriculum improvement program. K-12. A Title III project reported in August 1972. Division Superintendent: Richard C. Gardner, Norton City School Board, Wayne Ave., Norton, Va. 24273; Project Director: Zeplin S. Lee, Jr., P.O. Box 476, Norton, Va. 24273.	small schools program
VA PROJECT:	Personalized Learning Activity Centers for Education (PLACE). The purpose of PLACE, funded directly by USOE, is to develop a model elementary school program of individualized instruction in two core schools. A concomitant objective is to train personnel and adopt the successful elements throughout the school system. Program is comprehensive and innovative. Division Superintendent: Ben Quinn; Project Director: Edwin L. Warehime; both at School Administration Building, Court Street, Lynchburg, Va. 24504.	individualized instruction personnel training
VA PROJECT:	Improved Diagnosis and Educational Advancement (IDEA). A diagnostic-prescriptive program, this project is designed to improve the early educational opportunities for children in grades 1 through 5 in special education. Individual child learning difficulties are being analyzed by a team consisting of a psychologist, speech therapist, and instructional specialist; in cooperation with the classroom teacher, methods are being prescribed to overcome the child's problem. A Title III project reported in August 1972. Division Superintendent: S. A. Owen; Director of Instruction: Robert R. Marks; both at P.O. Box 1156, Emporia, Va. 23847.	diagnostic
VA PROJECT:	Planning of Lessons and Resources (POLAR). Based on teacher instructional development, this project is designed to improve instruction through better planning and material usage. POLAR is designed to determine (1) the effect of planning assistance on the elementary instructional program, and (2) whether or not teachers will develop original instructional materials when adequate facilities are provided. A Title III project reported in August 1972. Division Superintendent: C. I. Dillor, Jr., Main St., Rocky Mount, Va. 24151; Project Director: Joe Be-Jamison, III, 402 Tanyard Road, Rocky Mount, Va. 24151.	instructional development

INSTRUCTION

VA PROJECT:	Inservice training for individualized instruction. This program is designed to train teachers in the rationale and techniques of individualized instruction and to provide them with the facilities and assistance for developing and producing the necessary materials. Division Superintendent: Richard L. Vaugn; Project Director: Earl R. Savage,both at Franklin City Public Schools, Franklin, Va. 23851. A Title III project reported in August 1972.	individualized instruction teachers training
VA PROJECT:	Study, Evaluate, Explore, Perform (SEEP). Inservice training for elementary principals and teachers and junior high personnel, designed to develop competencies in individualizing instruction. Division Superintendent T. W. Newsom; Project Director: June P. Hawks, both at P.O. Box 318, Dinwiddie, Va. 23841. A Title III project reported in August 1972.	individualized instruction personnel teachers principals training
VA PROJECT:	The influence of a learning development program on the cognitive growth and learning skills of elementary students, in third year of study in Chesterfield County. Directors: Thomas Fulghum, Director of Research, Chesterfield County public schools. Source: Division of Educational Research and Statistics, State Department of Education.	learning development
VA PROJECT:	Individually guided education resource model, in Fairfax County. Director: Irene M. Lober, Principal, Franklin Sherman Elementary School, Fairfax County public schools. Source: Division of Educational Research and Statistics, State Department of Education.	individually guided
VA PROJECT:	Teaching in the affective domain. The Arlington public school system will train 42 teachers to effect meaningful change, modification or support in the behavioral, emotional, ethical and monetary values and standards developed in children, using practical methods rather than theoretical techniques. Activities include establishment of a theoretical base of operations; personal review of published materials; practical application of principles, techniques and procedures with children in summer workshops and during the year; video tape; planning of classroom activities using a consultant, an elementary supervisor and teachers; and self-assessment of teaching techniques by teachers by video tapes. A Title III project. Division Superintendent: Robert L. Chisholm, Arlington Public Schools, 1426 N. Quincy St., Arlington, Va. 22207. Project Director: Betty Belt, Oakridge Elementary School, 1414 24th St. S., Arlington, Va. 22202.	behavior modification video tape teachers self-assessment

INSTRUCTION

VA	PROJECT:	Inquiry-oriented materials and the resulting development of critical thinking skills in grades 9 through 12 in Tazewell County. Director: Virginia Garwood, Director of Instruction, Tazewell County public schools. Source: Division of Educational Research and Statistics, State Department of Education.	inquiry-oriented materials
VA	STUDY:	To determine the effectiveness of learning activity packages on the learning skills and attitudes of junior high school students in Arlington County. Director: F. Robert Weiser, Supervisor of Curriculum and Research, Arlington County public schools. Source: Division of Educational Research and Statistics, State Department of Education.	learning skills materials
VA	STUDY:	Comparative effects of a Rogerian model open classroom and traditional instructional approaches upon identified behaviors of sixth grade pupils in second year. Directors: W. R. Nichols, Director of Research and Pupil Personnel and F. S. Kingdon, Director of Instruction, Chesapeake City public schools.	open classroom
WA	PROJECT:	Washington state inventory of educational improvement. A card (by subjects) and looseleaf (by local district) catalogue and descriptions of innovations in schools. Maintained in one place, but reproductions of subject files to specific project descriptions available upon request. Contact: Nancy Motomatsu, Associate Supervisor, Learning Resources Services, Curriculum and Instruction Division, State Department of Public Instruction	innovation catalog
WA	PROJECT:	K-6 basic skills education. The superintendent of public instruction has placed high priority on the development of a K-6 basic skills instructional improvement program to focus on goal setting, assessment and priority determination. Contact: Alfred Rasp, Jr. Director, Program Evaluation, State Department of Public Instruction.	basic skills goal setting assessment
WA	PROJECT:	Project LeMans (A Learning Management System). Contact: Richard T. Manion, Director, Burwell and Montgomery, Bremerton, Wash. 98310.	learning management
WA	PROJECT:	Technical Interdisciplinary Program (T.I.P.). Mathematics, English, social studies. Contact: Maurice S. Miller, 11202 Portland Ave., Tacoma, Wash. 98445.	technical mathematics English social studies
WA	PROJECT:	Basic skills center. Contact: Noah Palmer, Federal Programs Director, P.O. Box 400, Granger, Wash. 98932.	basic skills center
WA	PROJECT:	Live, learn, work together in South Bend School District 113. Director: G. Giles. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	live learn work

INSTRUCTION

WA PROJECT:	Development of a readiness continuation of acceleration sheets for use in continuation measurement in School District 123. Director: G. Larsen. Contact: Floyd Jackson, Supervisor of Special Services, Department of Public Instruction.	evaluation
WA PROJECT:	Study Institute: Training personnel in precision teaching techniques in Burlington-Edison School District 108 from October 5, 1973 to December 12, 1973. Director: Frasier. Contact: Floyd Jackson, Supervisor of Special Services, Department of Public Instruction.	precision teaching personnel training
WA PROJECT:	Study Institute: Sequencing for continuous growth in basic skills development in Chimacum School District 114, from September 20, 1973 to November 1, 1973. Director: Bueller. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	basic skills
WA PROJECT:	Study Institute: Programming for behavioral change in Ellensburg School District 105 from October 3, 1973 to December 5, 1973. Director: Martin. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	behavior modification
WA PROJECT:	Study Institute: Training in educational assessment, classroom management, continuous measurement and data analysis in School District 114 from August 27, 1973 to December 15, 1973. Director: McGee. Contact: Floyd Jackson, Supervisor of Special Services, State Department of Public Instruction.	assessment personnel training
WA PROJECT:	Study Institute: Training of school personnel in management by objectives in Mount Vernon School District 108 from September 21, 1973 to February 28, 1974. Director: Donat. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	management by objectives personnel training
WA PROJECT:	Study Institute: Determining strategies with individual pupils in North Thurston School District 113 from September 18, 1973 to October 23, 1973. Director: Flanagan. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	individualized instruction
WA PROJECT:	Study Institute: Effective use of individualization for the implementation of HB 90 in Seattle School District 110 from July 1, 1973 to July 1, 1974. Director: Attebery. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	individualized instruction

INSTRUCTION

WA	PROJECT:	Involving parents in the teaching-learning process in Federal Way School District 110. Director: V. Smith. Project No. 17-210-74-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	parent involvement
WI	A 173	ENACTED (as part of budget bill 300A - Ch. 90). Authorizes state superintendent of public instruction to establish an innovative program designed to develop effective instructional programs under special state grants. Appropriates $630,000 first year and $5.5 million second year.	instruction finance
WY	PROJECT:	Two week minicourses between semester short-short courses. Contact: Jack McNutt, Principal, Niobrara County High School, Lusk, Wyo.	minicourses
WY	PROJECT:	Big Horn Children's Center. Home school program. Contact: Clinton Wells, Director, Big Horn Children's Center, Thermopolis, Wyo.	home instruction

SPECIAL PROGRAMS

The Career Student

AR	HB 35 Act 483	ENACTED. Creates new 24-member state advisory council for vocational-technical education; provides that members of council created by Act 151 of 1969 serving on July 1, 1973, be automatic members.	vocational
CA	AB 216 Ch. 51	ENACTED. Authorizes the governing board of a school district (or the county superintendent of schools) that operates or jointly operates a regional occupational center or program to establish and maintain classes outside of respective jurisdictions for such center or program.	regional occupational
CA	SB 24 Ch. 985	ENACTED. Authorizes regional occupational centers to contract with private schools for skill training, after need is established by job market survey and analysis of existing programs in area.	regional occupational nonpublic
CA	ACTIVITY:	Mobile modern keyboard office equipment program. To meet the challenge and demand of modern business education for methods and techniques which will better qualify business education students at the job entry level. These mobile units will serve eleven schools and an adult education program. Contact: L. J. Swartz, Director, Vocational Education, San Juan Unified School District, 3738 Walnut Ave., Carmichael, Calif. 95608.	office equipment adult education
CA	ACTIVITY:	Vocational training at Yuba College. To encourage probationers and similarly disadvantaged students to enroll at Yuba College and undertake vocational training to make them employable above the poverty level. Contact: Earl Orum, Dean, Vocational Technical Education, Yuba Community College District, Beal Road at Linda Avenue, Marysville, Calif. 95901.	vocational disadvantaged community colleges
CA	ACTIVITY:	To test the feasibility of districts joining together under a joint powers agreement to provide vocational education leadership through the local community college district. Contact: John E. Young, Director, Occupational Education, Pasadena Area Community College District, 1570 E. Colorado Blvd., Pasadena, Calif. 91106.	regional vocational community colleges
CA	PROJECT:	To further develop, refine and synthesize the handicapped and disadvantaged model into the COPES design as a subsystem; to provide evaluation unity and impact. Contact: Nathan Boortz, Director of Technical Education, Foothill Community College District, 12345 El Monte Road, Los Altos Hills, Calif. 94022.	technical handicapped disadvantaged community colleges

SPECIAL PROGRAMS

		The Career Student
CA PROJECT:	Development of an audio-visual self-identification model for use in vocational counseling. This project will compare a proposed innovative career counseling system widely prevalent today. The new method will introduce an intervening phase of counseling relating counselee self-identification to career choices. Contact: Arthur Cherdack, Coordinator of Institutional R & D, East Los Angeles College, 5357 E. Brooklyn Ave., Los Angeles, Calif. 90022.	vocational counseling community colleges
CA PROJECT:	Research on intrinsic-extrinsic motivation concepts as applied to selected vocational instruction programs. This study is designed to determine whether or not two basic types of motivation can be clearly identified in community college vocational students and instructors, and whether or not instruction materials can be specifically and separately identified with each type of motivation. The two types of motivation are intrinsic (from within) and extrinsic (from sources) and have been studied on a theoretical basis by industrial psychologists. Contact: Mildred E. Hight, Dean of Student Personnel, Mt. San Jacinto College, P. O. Box 248, Gilman Hot Springs, Calif. 92340.	vocational motivation community colleges
CA PROJECT:	Preparing single farm workers for alternative employment programs. The purpose of this project is to study the casual, or spot job, labor market in the Stockton area, and the single male farm workers as a potential manpower source for that labor market. The target population for the project is those unattached men who have traditionally comprised the predominantly agricultural casual labor force. Contact: Phillip A. Cecchettini, Assistant Dean, Academic Affairs, University of California, Davis, Calif. 95616.	vocational farm workers
CA PROJECT:	Priority determination for vocational education through a formal needs assessment process. This project is designed to develop a system for assessing the needs for occupational education. A system will be designed, field-tested and refined based on such field test with the ultimate purpose of identifying occupational needs and assigning a priority ranking to such needs. Needs are defined as gaps between current achievement (or outcomes) and desired achievement (or outcomes) for current and potential students, teachers, administrators, parents and employers. Contact: Otto Heinkel, Director of Research, San Diego Community College District, 835 12th Ave., San Diego, Calif. 92101.	vocational needs assessment community colleges

SPECIAL PROGRAMS

		The Career Student
CA PROJECT:	Evaluation of career education activities at ten project sites in California. California has major career education projects funded under P. O. 90-576, Title I, Parts C and D. Eight of these are Part C and two are Part D funded projects. A third evaluation of these projects is required by the USOE. Contact: Robert Obrey, Office of the San Mateo County Superintendent of Schools, 333 Main St., Redwood City, Calif. 94063.	career evaluation
CA PROJECT:	Dial-a-Career. To provide assistance to all persons in San Diego and Imperial Counties desiring information concerning vocational information and job training opportunities. Contact: Edwin A. Whitfield, Project Director, Career Information Center, San Diego County Office of Education, 6401 Linda Vista Road, San Diego, Calif. 92111.	vocational information
CA PROJECT:	Northern California mobile agriculture career education project. To develop and demonstrate a unique approach to agricultural education, especially designed to accomodate the special needs of students and schools in a rural, low-income county. Contact: Philip E. Nickerman, Director of Vocational Education, Mendocino County Office of Education, 589 Low Gap Road, Ukiah, Calif. 95482.	agriculture
CA PROJECT:	Supermarket management program. Development of a supermarket management program with emphasis on coordinated instruction education systems approach. Contact: Frederick L. Gilman, Assistant Dean of Instruction, Occupational Education, San Mateo Community College District, 2040 Pioneer Court, San Mateo, Calif. 94402.	supermarket management community colleges
CA PROJECT:	Import car technician. To develop an entry-level program entitled "Import Car Technician" to prepare veterans, disadvantaged and unemployed youth, career-oriented youth and persons with handicaps for guaranteed jobs with participating dealers. Contact: John R. Luther, Acting Occupational Coordinator, Los Angeles Community College District, 2140 West Olympic Blvd., Los Angeles, Calif. 90006.	import car technician veterans disadvantaged community colleges
CA PROJECT:	Career education model. Contact: Jack Sappington, Administrator, Work Experience/Vocational Education, Orange Unified School District, 370 N. Glassel St., Orange, Calif. 92666.	career
CA PROJECT:	Career education model. Contact: M. Robert Adkinson, Superintendent, Ceres Unified School District, P. O. Box 307, Ceres, Calif. 95307.	career

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			The Career Student
CO	HB 1343 124-26-12 146-4	Concerns duties of the state board for community colleges and occupational education re junior colleges. The provisions of SB 148 were amended to HB 1343 in the house. Concerns the financing of programs in area vocational technical schools for postsecondary students who are not otherwise enrolled in public schools or community colleges. Provided $1.9 million for this purpose.	regional vocational finance junior colleges
CO	ACTIVITY:	Career education in Colorado has involved the state department of education, the department of occupational education and the commission on higher education. Cooperation between these three agencies has been established and an overall career education coordinator appointed in 1973. Contact: Jeanne Werschke, State Department of Education.	career postsecondary
DE	HB 380 Title 14 Sec. 8601-06	ENACTED. Establishes the Delaware Advisory Council on Career Education.	career
DE	ACTIVITY:	Career guidance and placement counselors. Program design: The career guidance and placement counselor positions have been designed to provide high school students with career counseling and job placement. The program is conducted within each of the high schools with the career guidance counselor usually housed in the guidance complex. The career guidance and placement counselor has been assigned to provide career counseling, placement of graduates, counseling of dropouts and to serve as a resource person to the career education team. It is anticipated that this program will enhance the career selection procedure of the students and to prepare them for jobs, if they desire to enter the work community upon graduation. The advent of the career guidance and placement counselor will help students make occupational decisions based on current occupational trends, student aptitude, interest and availability of placement. Program components: The career guidance and placement counselor has five major areas of responsibility listed by priority: (1) In conjunction with the guidance department, the placement of all graduating students, either in a career occupation or in an institution of continued skill training; (2) exit interviews with dropouts and potential early school leavers to provide counseling for their specific needs; (3) the development of career resource centers to assist youth in making career choices; (4) resource person to the districts' career education teams; and (5) assistance to those desiring part-time placement. The 26 districts in Delaware have each adopted these items by priority. However, the conducting of the activities and the	career counseling job placement

SPECIAL PROGRAMS

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DE ACTIVITY: (Continued) amount of time allocated vary according to the district's needs. For example, one district has a high percentage of dropouts. Through the auspices of the career guidance and placement counselor program 56 potential dropouts were assisted with personal needs, including the need to work, and were able to continue their education. Another school, with over 300 graduates, has provided career placement for 78 graduates and part-time placement for over 200 others.

Several career guidance and placement counselors have developed career centers. These centers have been stocked with periodicals, occupational manuals and occupational novels. The most popular materials in the centers are the trade publications and association literature. The career counselors have written to organizations throughout the nation for career literature; the response has been overwhelming and well-read by the students. Another facet that has evolved with the career guidance counselors has been the expanded audio-visual programs on careers. By utilizing the career guidance counselors, the various disciplines have integrated career slides and films. And the number of speakers and field trips on careers have more than doubled since the advent of the career guidance and placement counselor. A side effect of the career guidance and placement counseling program has been a greater awareness of follow-up surveys on graduates; and the development of a sense of responsibility on the part of the district to see their graduates in a meaningful career.

Unique features: The career guidance and placement counselor has provided a coordination between the various cooperative work program coordinators and industry. By organizing their visits to industry it cuts down on the overlap of job searches and thereby creates a more harmonious atmosphere between the school and business community. The opportunity offered through this program of career guidance and placement counselor meetings with industry has resulted in far better relations. Industry personnel are now agreeing to meet with the career guidance and placement counselors during their monthly meetings to discuss placement and employment trends. The career guidance and placement counselor serves as a contact to the community for speakers, field trips and specialized materials. This new offering has been a stimulus for the classroom teacher and we are experiencing an expansion of such activities. One of the most positive effects of the career guidance and placement counselor program has been the tremendous response from youngsters about career counseling. Through the various group and private counseling sessions, participating youngsters are making decisions

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DE ACTIVITY:	(Continued) based on an opportunity to review pertinent information and professional counseling. Career guidance and placement counseling is still in its infancy, but this new service is of great importance to the future of our youth. Contact: Doyle I. Owen, Supervisor, Career Services, Department of Public Instruction.	
DE PROJECT:	Program for renovation, alteration and housing. This program instructs students in the use, care and safety of tools and equipment associated with trade skill occupations; instructs students in theory and practicum of trade skill occupations; provides a cooperative work experience program for students and early school leavers to correlate classroom theory with actual construction tasks and provide preapprenticeship training in selected trade skill areas culminating in apprenticeship placements through a placement counselor. This project is a cooperative effort between the community affairs council of the DuPont Company, the De La Warr School District, the Wilmington Housing Authority, and the department of public instruction. The program provides instruction in theory and practicum in the areas of electrical, plumbing, masonry and carpentry, all of which are in the construction cluster. This instruction is accomplished through a series of projects that are located in the immediate area of the high school. Contact: Donald E. Dunkle, Supervisor, Trades and Industries, Department of Public Instruction; and J. Richard Kendall, Coordinator, Research and Development, De La Warr District, Chase Avenue, Garfield Park, New Castle, Del. 19720.	trades construction
DE PROJECT:	Career education instruction system. Program design: The purpose of the project is to provide an operation model for K-12 career education. The project includes three basic phases: awareness (K-5); exploratory (6-8); and exploration and specialization (9-12). Three ad hoc committees, who composition is similar to that of the advisory council, function to determine the career program goals and objectives for each of the three phases. It is expected that curriculum development and implementation will result in a systematic delivery of the career concept on a K-12 basis; interdisciplinary cooperation in program development and implementation; integration of youth activities into programs of instruction. The result should be more realistic and meaningful learning experiences related to careers for students. Program components: Awareness (K-5). The development of an awareness to the world of work and pupil attitudes toward the personal and social significance of work will be the focus of the elementary program. Emphasis	career instruction system finance nonpublic

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DE	PROJECT:	(Continued) will be allotted to the integration of objectives into the elementary school instructional programs. Exploration (6-8). A systematic investigation of career clusters is the goal of the middle school program. The exploration phase is intended to formally expose students to as many career alternatives as possible and provide them with the opportunity to explore a cluster of their choice according to their interests and desires. Assisting the student in identifying his needs, abilities, values and interests, in addition to providing him with information on the many career alternatives available, should result in the most appropriate choice of in-depth career exploration and specialization in his high school program. Exploration and specialization (9-12). As their career goals become more definitive, students entering high school will proceed from an in-depth exploration program to one of greater specialization. Cooperative curriculum development efforts between vocational and academic programs will be emphasized. Cooperative efforts will be organized among the various districts, state and federal programs to provide career-related services to students in college preparatory, vocational, work experience and other specialized programs. Unique features: Integration of career programs into current education programs instead of adding to curriculum at each level; program varies from school to school depending upon the organizational pattern and philosophy of each school, resulting in alternative career programs; establishment of complementary services between this project and other districts, state and federally funded career-related programs; career guidance and placement counselor providing career guidance and placement for existing students; special state funding for occupational/vocational programs; provision for advanced standing in state postsecondary institutions; inclusion of a youth activity component integral to curriculum development; and nonprofit private school involvement in inservice and program development activities. Contact: Mike Simmons, Director of Instruction, Newark School District, 83 Main St., Newark, Del. 19711.	
FL	HB 1765 Ch. 73-338	ENACTED (as amendment to SB 622). Establishes preapprenticeship program in schools with courses credited toward apprenticeship.	apprenticeship
FL	ACTIVITY:	Analysis of the effects of career planning information on majors selected by teacher-education students. Contact: Jack Gant, Director, Teacher Education Systems, State University System, State Department of Education.	career teachers education

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FL	ACTIVITY:	Fusion of Applied and Intellectual Skills (FAIS). Elementary career education component emphasizes the valuing approach to career education. Contact: Ken Eaddy, Bureau Chief, Vocational Research and Evaluation, State Department of Education.	career
FL	ACTIVITY:	Grants are provided ($5,500,000 state funds) to all school districts for planning and developing career education programs. Contact: K. M. Eaddy, Chief, Bureau of Research and Evaluation, State Department of Education.	career finance
FL	STUDY:	To determine the variable costs of offering vocational programs and courses to be funded on a weighted basis through the Florida Education Finance Program of 1973. Contact: Joe D. Mills, Director, Division of Vocational, Technical and Adult Education, State Department of Education.	vocational cost analysis
HI	PROJECT:	Cooperative distributive education and cooperative office education in Aiea High School. Decisive criteria: effectiveness of either education program for continuance. Contact: State Department of Education.	distributive office
HI	PROJECT:	Molokai community garage project. Automotive education in Molokai High and Intermediate School. Contact: State Department of Education.	automotive
HI	PROJECT:	Development of career development continuum, K-14 in Hawaii's schools, including overall guide and prototype implementation guides, K-3, 4-6, 7-9 and 10-12. Contact: General Education Branch, Vocational-Technical Section, State Department of Education.	career continuum
HI	PROJECT:	Development of basic practical arts course guide and evaluation instrument. Contact: General Education Branch, Vocational-Technical Section, State Department of Education.	vocational evaluation
HI	PROJECT:	Development of agricultural arts course guide and performance test. Contact: General Education Branch, Vocational-Technical Curriculum Section, State Department of Education.	agriculture testing
ID	HB 278 SL 155	ENACTED. Appropriates money from federal funds to the Idaho State Board for Vocational Education for programs related to the Manpower Development and Training Act.	vocational finance manpower development
ID	HB 280 SL 157	ENACTED. Appropriates money from the general fund and federal funds to the Idaho State Board for Vocational Education for programs during the next fiscal year.	vocational finance
ID	HB 296 SL 311	ENACTED. Appropriates money from the general fund and federal funds to the state board for vocational education for programs during the next fiscal year.	vocational finance

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ID	PROJECT:	Canyon-Owyhee School Service Agency (COSSA). This is a career education multiple district project with eight different districts cooperating. Contact: Floyd W. Merrill, Director, Route 8, Box 207, Caldwell, Idaho 83605.	career regional
ID	PROJECT:	Career education in small school system (700). Contact: Lloyd Sorenson, Superintendent, 250 W. 4th N., Malad, Idaho 83252. Career education in a large school system (22,000). Contact: George King, Career Education Supervisor, 1207 Fort St., Boise, Idaho 83702.	career
ID	STUDY:	A review of promising practices in career education that could facilitate extending the program to Idaho's small isolated rural high schools. Contact: A. D. Luke, State Department of Education.	career rural
IL	STUDY:	Task force study on cooperative education programs between high schools, private business and vocational schools, and institutions of higher learning. Contact: Jack C. Watson, State Department of Public Instruction.	vocational cooperative nonpublic postsecondary business
IL	STUDY:	Proposed standards for private business and vocational schools with the private business and vocational school state advisory boards. Contact: John W. Goudy, Director, Postsecondary Education Section, State Department of Public Instruction, 316 S. Second St., Springfield, Ill. 62706.	vocational business nonpublic postsecondary
IN	SB 218 PL 211	ENACTED. Stipulates a legal definition of vocational education for all purposes.	vocational
IN	SB 219 PL 212	ENACTED. Appropriates $5,000 annually to a vocational youth organization fund created for combined vocational activities of organizations which are an integral part of the instructional program in vocational education.	vocational activity groups finance
IA	HF 395 Ch. 198	ENACTED. Permits a school district to acquire real estate within or adjoining a municipal airport and to construct a technical school to carry on vocational instruction in aviation mechanics and other aviation programs on the real estate.	aviation mechanics facilities
IA	HF 682 Ch. 101	ENACTED. Relates to establishment of a vocational-technical tuition grant program.	vocational financial aid
KY	ACTIVITY:	Retail mid-management technology. This program at this community college is designed to combine classroom instruction, simulated laboratory experience, co-op experience (with college credit) and job placement. Students enroll for two full semesters of classroom work and similated labs during their freshman year. They then work full time in a co-op training station during that summer, receiving six hours of college credit. As sophomores, they return to campus for a full semester of study and then spend the first 2/3 of the	retail management work-study community colleges

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KY ACTIVITY:	(Continued) second semester of study in nine credit hours of accelerated course and special problems. For the last 1/3 of this final semester, students again leave campus for a cooperative experience and hopefully for job placement. Contact: John P. Allard, Instructor, Elizabethtown Community College, Elizabethtown, Ky. 42701.	
KY PROJECT:	The Union County School System is developing a totally-phased curriculum at Union County High School. The staff-designed program incorporates career education in its diverse course offering. Title III ESEA. Contact: Juanita Jones, Project Director, RISE, Tenth and Clark Streets, Paducah, Ky. 42001.	career curriculum
KY PROJECT:	Teachers in McCracken County high schools and middle schools, Heath, Lone Oak and Reidland are developing an "Education for Competence" program. It encompasses a phased-curriculum which includes career education and environmental living in all subject areas. Title III ESEA. Contact: Juanita Jones, Project Director, RISE, Tenth and Clark Streets, Paducah, Ky. 42001.	career curriculum environment
KY PROJECT:	Center for open/nongraded, career and environmental programs. The following services are provided: (1) consultative; (2) administrator-teacher-counselor workshops; (3) released teacher time; (4) inservice materials; (5) materials development and (6) resource materials in each area. Consultants are employed in each of the three areas. Their duties are to work directly with local school staffs in developing programs and materials and promoting cooperative working relationships among schools developing similar facets of a particular program. The open/nongraded concept assists schools in moving toward implementing open education concepts as practiced in the schools of Great Britain, through staff training. The career education component provides assistance for schools interested in developing and implementing a career education program based on the USOE model: awareness (K-6), exploration (7-9) and preparation (10-12). The occupational cluster system is utilized and guidance and counseling are stressed. A regional environmental education center is being developed to serve as a laboratory for Region IV-B schools and to offer assistance to local schools in developing environmental programs. Contact: Sam Sears, Project Director, 400 Lafayette Parkway, Lexington, Ky. 40503.	career open education environment regional personnel training

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		The Career Student
KY	PROJECT: Two-hour vocational classes at Lauren County Area Vocational School. This project, for the first time in Kentucky, admits 15-year-old students to a secondary vocational education program. As indicated in the title of the project, the traditional three hours instruction has been shortened to two hours and extended over a possible three-year program. The exemplary effort is funded for fiscal year 1974 and seeks to answer questions concerning utilization by 15-year-olds as well as the effects on student achievement of shortened classes. It is anticipated that results of the pilot project will be utilized in the future in other area vocational schools in Kentucky. Contact: Ray Roundtree, R-O-P-E-S XIII, P. O. Box 145, Barbourville, Ky. 40906.	vocational regional
KY	PROJECT: Kentucky Equine Educational Program (KEEP). The Kentucky horse industry representatives have sought help for a number of years in meeting the need for qualified, capable and motivated people to fill vacancies that have occurred in their field. They felt that a person coming into this field should be academically capable of pursuing some of the more difficult jobs, such as trainer, farm manager, etc. In order to meet some of the needs, a training program was developed using the cluster concept of training which allows an individual to "spin-off" whenever he reaches his maximum capability, regardless of the level of training. This training program will prepare individuals for entry-level employment at various occupational levels within the horse industry, thus meeting an immediate need for trained personnel. In no way do we expect this single training program to meet the total personnel needs, but to generate enough interest to continue under the regular vocational system or other training institutions. The overall objectives are to better train personnel to handle the various functions associated with horse management and care and to provide an opportunity for disadvantaged persons to enroll in training programs and pursue a vocation in this field. Furthermore, the general public will be better informed relative to all aspects of the horse industry. Contact: Claude Howard, Central Kentucky State Vocational Technical School, Lexington, Ky. 40502.	horse industry disadvantaged
KY	PROJECT: Environmental aide. This project in the Hopkinsville Community College is in its third year of operation. It is a program that was developed to offer training under a foundation program in various occupations pertaining to environmental control. Graduates from the previous classes are now working with the state department of health, water treatment plants, animal diagnostic laboratories and sewage treatment plants. Some have gone to	environment community colleges

KY PROJECT:

(Continued) work for various industries which have an air and water pollution problem. The environmental aide project in 1971 received the merit award for the outstanding program in vocational education in Region IV of the DHEW. After completing the training phase, the trainees are able to take valid samples of air, water and soil and know the proper techniques used in routine analysis involving work with various agencies and industries concerning environmental protection. The original project was developed with the aid of an environmental advisory group and many of the state, federal and private agencies are involved in the total training process. The training consists of classroom instruction, a laboratory phase and an affiliation phase with various agencies and industries, allowing the trainee to receive training in the actual techniques of operation with the various agencies. A local community college in Hopkinsville is participating in the MDTA project. Contact: James McGown, Division of Interagency Relations, Bureau of Vocational Education, State Department of Education.

KY PROJECT-STUDY

A field trial and analysis of selected occupational guidance activities. Realizing the need for counselor inservice education and the need for additional emphasis on occupational guidance, the Kentucky Bureau of Vocational Education funded this study. It was originally proposed that this field trial be five years in duration. While this study has been in operation for only two of the five years proposed, much relevant information has already been derived. The pre-evaluation data indicate several important findings. A survey of student opinions of the school counselor's use of time indicate that the least amount of time was spent in working with those students planning to find a job and with those with personal problems. Student views of activities needed in planning for the future indicated that relevant occupational information was of paramount importance. This study developed materials for employed group interpretations of the GATB and OVIS. Students reported that gaining an understanding of their occupational interest was the most beneficial outcome resulting from ninth grade OVIS activities. The majority of the students also indicated that they had a better understanding of their abilities after the GATB activities. The most frequently indicated reason for using supplementary occupational information was because the student became interested on his own. The second most commonly listed reason was he became interested in specific job information after studying his aptitudes from GATB. Contact: J. Wayne Ashley, Center for Career and Vocational Teacher Education, Western Kentucky University, Bowling Green, Ky. 42101.

occupational
guidance
counselors
training

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KY	STUDY:	Teacher training and certification in vocational education. Contact: John Alexander, Legislative Research Council, Frankfort, Ky.	vocational teachers training certification
LA	SB 65 Act 208	ENACTED. Requires the state board and the state department of education to plan, develop and provide a coordinated comprehensive program of career education. Makes very extensive and detailed provisions with respect to the implementation, organization and administration of the career education program.	career
LA	SB 68 Act 209	ENACTED. Authorizes issuance of $53,976,171 in bonds for land acquisition and construction, renovation and equipment of postsecondary vocational-technical education facilities and to order priority of projects and allocate funds.	vocational facilities finance postsecondary
LA	ACTIVITY:	The Louisiana State Department of Education sponsored statewide and regional meetings of educators and citizens to develop the career education program and conducted statewide and regional inservice training programs to familiarize teachers at all levels with the career education concept. This aspect of the program relies heavily on guidance and counseling and community involvement. Contact: Leon Borne, Director, Bureau of Student Services, State Department of Education.	career teachers training guidance community involvement
LA	ACTIVITY:	The major curriculum innovation in Louisiana during 1973-74 was the implementation of a statewide program of career education, encompassing career awareness (grades K-3), career motivation (grades 2-6), career exploration (grades 5-9), tentative career decisions (grades 8-10), acquisition of career entry skills/differential programs (grades 9-12). Contact: Thomas G. Clausen, Assistant Superintendent, Instructional Services, State Department of Education.	career
LA	ACTIVITY:	In the career education program, the department sponsored the development of academically based career oriented curriculum guides for all major subject areas, which are being field-tested during the 1973-74 school year throughout the state. Contact: Thomas G. Clausen, State Department of Education.	career curriculum
LA	STUDY:	Exemplary Projects, Part D 1968 Vocational Education Amendment. Contact: Kirby K. Awagain, State Director, Vocational Education, State Department of Education.	vocational
LA	STUDY:	Research projects (studies). Research Coordinating Unit, Part C 1968 Vocational Education Amendments. Contact: Kirby K. Awagain, State Director, Vocational Education, State Department of Education.	vocational

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LA	STUDY:	Implementation of career education programs. Contact: Kathryn Finley, Associate Superintendent, School Programs, State Department of Education.	career
ME	Ch. 300	ENACTED. Authorizes directors of vocational-technical institutes to appoint persons to act as policemen on institute property; such persons to have all of the powers of policemen in criminal cases. Also authorizes state board of education to establish guidelines for vocational technical institute directors to use in regulating parking and traffic in institution property.	vocational school security
ME	Ch. 605	ENACTED. Authorizes 11 new regions, with cooperative boards, for vocational education.	vocational regional BOCS
MD	PROJECT:	Secondary school principles and standards. The state board of education is considering a report submitted by a statewide committee which has a number of implications for broadening the role of the secondary school. Proposals in the report suggest greater flexibility in school organization and program offerings and greater attention to curriculum revision and pupil services activities. Among the concepts proposed are: early entry into jobs and apprenticeship training; greater recognition for work or experiences outside the school; credit by examination; personalized performance criteria; and greater variety of program offerings. Guidelines for a personalized education program for each student and for a curriculum model which divides a secondary school program into several areas of basic human concerns with emphasis on the inter-relatedness of the disciplines are presented. Public hearings are now in progress through the state to receive reactions and suggestions to the proposed directions. Contact: R. Kenneth Twentey, Regional Coordinator, State Department of Education.	career curriculum work-study
MD	PROJECT:	Industrial training program. Maryland's industrial training program provides vocationally trained personnel for new, developing and expanding industries throughout the state. The industrial training program is currently providing training for approximately 660 men and women to fill newly created jobs in industry. Many of these people were previously unemployed or underemployed; some were receiving public assistance. Many lacked the skills for dignified, satisfying work. The facts are: Seven industries with a projected eventual employment of 13,620 persons were induced to move into Maryland. Two established Maryland-based companies undertook expansion programs leading to 480 new jobs. One of the new industries was fostered in a community hard-hit by the recent loss of a major employer. This new industry will eventually bring approxi-	industrial disadvantaged adult education

SPECIAL PROGRAMS

		The Career Student
MD PROJECT:	(Continued) mately 140 jobs into the community. Seven Maryland communities will reap the considerable economic benefit from the expansion of employment opportunities. For one of the communities, designated by the federal government as economically depressed areas, new industry bringing a total of 380 new jobs constituted a major boost. Contact: James L. Reid, Assistant State Superintendent in Vocational-Technical Education, Division of Vocational-Technical Education, State Department of Education.	
MD PROJECT:	A special program was designed to serve those Baltimore City students who have either been suspended from the school rolls or have been recommended for suspension. The program was designed to serve 30 clients at the Maryland Rehabilitation Center which would provide them with a vocational evaluation and limited exposure to some of the training areas. The results of the program showed that three of the 35 students who completed the program will stay at the MRC for more extensive training and the remaining 22 students will be returning to the Baltimore City school system. The Maryland Rehabilitation Center offers educational opportunities in remedial reading and high school equivalency for those trainees deficient in these aspects and who are entering any of the 52 vocational training areas at the center. Contact: Richard Conroy, Maryland Rehabilitation Center, 2301 Argonne Drive, Baltimore, Md. 21218	vocational rehabilitation reading
MD PROJECT:	In fiscal year 1973, the division of vocational rehabilitation and the division of vocational education joined in a cooperative effort in the planning and implementation of a number of special programs serving the handicapped student in the state. Most of the special programs proposed involve developing a program for the educationally mentally retarded which will provide a more appropriate vocational evaluation and subsequent training and instruction for these students. Applications for the purpose of funding these programs have been submitted to the division of vocational education by Dorchester, Caroline, Baltimore, Charles and Howard counties. Each of these include extensive VR involvement insofar as normal DVR services to those students are involved. There is also involvement on the part of the VR counselors with regard to the planning, administration and supervision of the special programs. Contact: Ted Christensen, State Department of Education.	vocational mentally retarded
MD STUDY:	Vocational centers. Maryland has invested over $80 million in area vocational school centers over the past several years. These centers, operated by local educational agencies, are generally available only during the regular school year. In order to get maximum	vocational regional dropouts

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MD	STUDY:	(Continued) return for this investment, four centers were kept open for an additional six weeks during the summer months. This provided opportunities for nearly 500 young persons to secure hands-on exploratory experiences in a variety of occupations and also assisted out-of-school, out-of-work youth to have an opportunity to secure pre-employment skills. During the summer of 1973, four centers were operated: one in Western Maryland; one on the Eastern Shore, one in Southern Maryland; and one in Baltimore City. A total of 419 youth participated in at least one of 31 different occupational programs. Contact: James L. Reid, Assistant State Superintendent in Vocational - Technical Education, Division of Vocational-Technical Education, State Department of Education.	
MN	Ch. 580	ENACTED. Veteran farmer cooperative programs. Appropriates $66,000 for year ending June 30, 1974 and $726,000 for the year ending June 30, 1975 to the department of education for the support of veteran farmer cooperative training programs.	agriculture
MN	ACTIVITY:	The career education initiative began with research projects in eight Minnesota schools in 1971. Purpose of the research was to determine needs for career education and to establish proper strategies for development and implementation of career education. Since then, additional career education research has been funded by the Council on Quality Education (four projects), Title III ESEA (two projects) and Upper Great Lakes Development (one project). A position paper and a model for implementation of career education was adopted by the state board of education in May 1972. Since then, various career education inservice training opportunities have been extended to 8,030 teachers and administrators (serving about 120,000 students K-12). Career education strategies have been implemented to some extent in 151 Minnesota school districts. In addition, the University of Minnesota has developed a career education evaluation instrument which has been used with 300 elementary teachers. Contact: State Department of Education.	career teachers administrators training evaluation
MN	ACTIVITY:	During 1971-73, approximately 16,000 persons per year requested vocational rehabilitation services. The number of successful rehabilitants was about 5,900 in fiscal year 1972 and about 6,300 in fiscal year 1973. Major trends included increased emphasis on service to behaviorally disabled persons, to central city areas and to public assistance recipients. Concentrated services to central cities was inaugurated under special model cities project grants from the federal government. These project grants were terminated in 1973, requiring absorption of model cities activity	vocational rehabilitation adult education disadvantaged public offenders

MN ACTIVITY:	(Continued) into the regular DVR program. Increased emphasis on public assistance recipients is reflected in a sharp rise in rehabilitants from this group. Increased emphasis on public assistance recipients is reflected in the opening of a cooperative vocational rehabilitation project at the St. Cloud Reformatory in fiscal year 1972.	
MN ACTIVITY:	Adult vocational-technical education enrollments rose to over 111,000 in fiscal year 1973. Through the field services unit, training was given in such areas as firemanship, municipal utilities, power linemen, safety rescue squad, stationary engineering and waste water treatment. More than 51,000 persons were so served in geographic areas where local and state education agencies were unable to provide services. The remaining thousands were given upgrading and retraining programs through the local school districts in almost every area of business and industry. During the 1971-73 biennium, enrollments in the postsecondary area vocational-technical system increased from 16,000 to 21,000. Two districts were designated as area vocational-technical institute districts, Red Wing and East Grand Forks, and began construction in 1972. Nearly $40 million of additional facilities were constructed, providing a total of over 300 unduplicated courses varying in length from one to twenty-two months. Even in a period of high national unemployment the area vocational-technical institute system maintained a 96 per cent record of employment one year after graduation. By the end of the biennium the system grew to a point where it took more entering enrollees than any other system and graduated more students than any other single system. Contact: State Department of Education.	vocational adult education postsecondary
MN PROJECT:	Exemplary programs in gaining awareness of the world of work were conducted at eight elementary schools. The teachers tried to integrate career education into regular class work, changing the teaching philosophy, making classroom activities relevant to the outside world, the child's future and his own interests and special talents. A formal approach was taken in 25 other elementary schools, where career education material was planned into the curriculum. A major effort as the first year finished was to develop a way to evaluate results, to write curricula and classroom materials, and to work toward junior high school projects. The teachers and administrators were offered 49 inservice state workshops and on- and off-campus extension courses through the University of Minnesota. Contact: Robert P. Van Tries, Assistant Commissioner, Vocational-Technical Education, State Department of Education. 1972.	career curriculum teachers administrators training

SPECIAL PROGRAMS

The Career Student

MN PROJECT: Instructional Productivity System. The Ramsey-Washington Area Vocational-Technical Institute is developing the concept and organization of a vocational education data system intended to provide quantitative and qualitative performance information in five major system areas of accountability. These are research and planning, cost accounting, instructional productivity, staff and pupil personnel accounting and postgraduate information. Objectives include developing and implementing procedures for assessing the student's level of knowledge and vocational competency upon enrollment, comparing the expected progress with the actual learning system of the enrolled student and identifying the effectiveness of the instruction system in terms of graduate placement and performance. The program will develop a program cost accounting system so that the cost of student progress can be determined in various subjects on a per-pupil hourly basis. This information is utilized as a basis for decisions regarding instruction methods, media, equipment and facilities. Contact: Division of Planning and Development, State Department of Education.

vocational
information system
cost accounting

MN PROJECT: Career education, rural high schools. On the basis of a study initiated by parents, teachers, community groups and the department of secondary education at the University of Minnesota, Duluth, the need for increased emphasis on vocational education and career development in rural areas became apparent. This is the focus of the project. Four small rural high schools have been selected as demonstration models for comprehensive career education. Administration and faculty members volunteered to participate in career education inservice workshops dealing with topics such as achievement and self-image, communications and listening and goal-setting. Junior and senior high students began active participation in February 1973. For seventh and eighth graders, the project concentrates on introduction to the various types of available job opportunities. Ninth and tenth graders explore areas of personal interests and aptitudes via field trips, special projects and various media. Junior and senior instruction centers around a career preparation approach to qualify graduating students for immediate employment or for acceptance into post-high school programs for additional career training. Contact: Division of Planning and Development, State Department of Education.

career
rural
personnel
training

SPECIAL PROGRAMS

		The Career Student
MN PROJECT:	Innovative industrial-agricultural cooperative program. Students in Hendricks, Minnesota, high school are planning construction of a hay baler capable of producing a 500 to 1,000 pound bale. Taken out of its geographical context, the joint industrial arts/agriculture program may seem unusual, but in the agricultural region of southwestern Minnesota in a small rural high school, the project has a practical nature of high interest to the students involved. This project is a model which might be utilized by other rural school districts to enhance the traditional secondary program relative to community needs. As different phases of the project unfurl, students are exposed to and become aware of a large number of career opportunities available to them. For example, to commence the project, participating students remodeled an old bus garage for a workshop, installing new wiring and plumbing, painting the facility, and constructing office and conference rooms. Working at projects such as assembling and servicing a new conventional baler, repairing antique balers and building various compression changers, they develop abilities in research, design and construction. Their experience will be further amplified in implementing and marketing the product as it nears completion. The project also relies on help from classes in mathematics, business and English; and provides involvement for students of both sexes in the program. Contact: Division of Planning and Development, State Department of Education.	industrial agricultural cooperative
MN PROJECT:	Optimum learning for retarded children. An innovative project in Duluth in which parents and teachers jointly select learning objectives for each child. The project aims to help children function more productively and independently as individuals and as family and community members, by relating their learning activities more closely to individual developmental, educational and vocational needs. Three case managers have been hired as advocates for the students to revise and expand the existing curriculum and to establish procedures for regular communication with parents regarding the learning needs of their children. Contact: Division of Planning and Development, State Department of Education.	vocational retarded learning objectives parent involvement
MN PROJECT:	Career education via two-way cable television seeks to familiarize students with a broad range of career opportunities. Chaska school district uses resources of private cable TV to allow students and workers in the community to "visit" each other in their respective jobs. Discussions and observations can be stored on video tape for reference; students gain better understanding of people and jobs. Contact: Division of Planning and Development, State Department of Education.	career television community involvement

SPECIAL PROGRAMS

The Career Student

MO	PROJECT:	Broadening elementary vocational concepts in Lee's Summit R-VII Public Schools. Throughout the year, students will relate school subjects to different occupations, develop wholesome attitudes toward work, learn the importance of getting along with others and recognize their individual abilities, skills and interests in relation to the job they feel they might be interested in later. These will be incorporated into the lessons of each class. Each of the 17 classes of sixth grade students meet for a period of 45 minutes every week under the direction of the counselor. Each class has its own material, such as occupational briefs from the SRA work kit, student record books, SRA job family series and various brochures and pamphlets which have been ordered from many sources. Class time is devoted to working with this material viewing films or filmstrips on various occupations and having resource people in to be interviewed by the students. Field trips are included in the program. Title III ESEA. Project Director: Sharon Anderson, 700 W. Purcell Road, Lee's Summit, Mo. 64063.	vocational
NH	HB 730 RSA 188-E	ENACTED. Provides for regional vocational education programs and makes an appropriation.	vocational regional finance
NH	STUDY:	Career education committee is to develop a comprehensive program of information that will include a sequentially developed education program offering career orientation, exploration and job preparation for all students; an intensive guidance and counseling program that will assist the students in the development of self-confidence and mature personal attitudes, with the ultimate objective of placement in his chosen endeavor. Contact: Josephine Hayslip, Consultant, Vocational Guidance Services, Division of Instruction, Department of Education.	career guidance
NJ	ACTIVITY:	Child care careers (occupational course) is three-pronged in that it serves the secondary students in developing occupational skills, the preschoolers with an educational experience and parents of the preschoolers with family life, child development and consumer education. Contact: Irene Ackey, Home Economics Teacher, Plainfield High School, 950 Park Ave., Plainfield, N. J. 07060.	child care early childhood consumer
NJ	ACTIVITY:	Southern Gloucester County Regional School District. Vending machine repair course: first of three in the country. Teachers repair and maintenance of vending machines. Contact: Robert Sertell, Southern Gloucester County Regional School, Blackwoodtown Road, Franklinville, N. J.	regional vending machine repair

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			The Career Student
NJ	ACTIVITY:	Vocational industrial education. Mercer County Area Vocational Technical School utilizes the VICA program in each shop approaching "total involvement" by teachers and students. Contact: Roscoe Dabney, Mercer County Area Vocational-Technical School, Old Trenton Road, Trenton, N. J.	regional vocational industrial
NJ	ACTIVITY:	Vocational industrial education. Mini-grant for student advisory committee for career development. Contact: Charles Sharp, Montgomery High School, Skillman, N. J.	vocational industrial mini-grant
NJ	ACTIVITY:	Distributive education for bilingual students. At schools where English is a second language. Contact: Herbert Burke, Perth Amboy High School, Eagle Avenue, Perth Amboy, N.J. 08861.	distributive bilingual
NJ	ACTIVITY:	Introduction to health occupations project is designed, through a multidisciplinary approach, to acquaint students grades 7-12 with health career opportunities; hands-on experiences and field trips are an integral part of this program involving three schools in the Passaic school system. Contact: Kathleen Nolan, Director of Guidance, Passaic Public Schools, 220 Passaic St., Passiac, N. J. 07055.	health careers
NJ	ACTIVITY:	Union Township High School's senior students in dental assisting are involved in a cooperative project with "special needs" students in the school district to (a) improve the oral hygiene habits; (b) alleviate students' fear of the dentist through exposure to dental equipment; and (c) give the dental assistant students experience in communicating with children with special needs. Contact: Joseph R. Kordys, Director, Industrial-Vocational-Technical Division, Union Twp. High School, North 3rd St., Union, N. J. 07083.	health careers dentistry
NJ	ACTIVITY:	Distributive education cooperative program for emotionally disturbed youth. Contact: Clifford Nussbaum, Vineland Residential Center, 2000 Maple Drive, Vineland, N. J. 08360.	distributive emotionally disturbed
NJ	ACTIVITY:	Distributive education in nonpublic schools (parochial). Five programs in state. Contact: Robert D. Joy, Director, Distributive Education Unit, Division of Vocational Education, State Department of Education.	distributive nonpublic
NJ	ACTIVITY:	Distributive education cooperative programs training students for entry in hotel/motel field. Contact: John Bagnell, Atlantic City High School, Albany and Atlantic Avenues, Atlantic City, N. J. 08401.	distributive hotel/motel
NJ	ACTIVITY:	Distributive education at a training school for girls. A cooperative work-release program for institutionalized girls. Contact: Maryann E. Saboski, Harris School - Training School for Girls, Styvesant Avenue, P. O. Box 233, Trenton, N. J. 08602.	distributive public offenders

SPECIAL PROGRAMS

			The Career Student
NJ	ACTIVITY:	Distributive education for incarcerated boys. A cooperative work-release program (the first in the nation) that has received national awards and recognition for its significance and success. Contact: Gene D. Dolnick, Wilson School - Training School for Boys, P. O. Box 500, Jamesburg, N. J. 08831.	distributive public offenders
NJ	ACTIVITY:	Model office: a simulated office practice program that incorporates the concepts of word processing using automatic typewriter and composer equipment. Contact: Mary E. Reilly, Chairman, Business Education, Middlesex County College, Woodbridge Avenue and Mill Road, Edison, N. J. 08817.	office practice
NJ	ACTIVITY:	Adult education for production farmers in Southern New Jersey. Contact: Frederick Perlstein, Atlantic County Vocational School, Minotola, N. J.	agriculture adult education
NJ	ACTIVITY:	Horse care and management program. First in state. Contact: V. Jacque Roszel, Allentown High School, Allentown, N. J.	horse care
NJ	ACTIVITY:	Cooperative industrial education program in Rancocas Valley Regional High School. Unique: for adults in an accredited evening high school for full graduation credit. Contact: George Birotoortia, Rancocas Valley Regional High School.	industrial adult education
NJ	ACTIVITY:	Work experience career exploration program. An unusual program at Paterson serving 14- and 15-year-old school-alienated youth who are also handicapped. Contact: M. Milgno, Paterson High School, Paterson, N. J.	career handicapped dropouts
NJ	ACTIVITY:	Outstanding cooperative vocational programs. An ideal combination of work and related study; the only education program that produced more tax revenues than it costs. See a new publication from USOE concerning Work Experience Programs by Stephen Frankel (contracted by Systems Development Corporation, 2501 Colorado Ave., Santa Monica, Calif. 90406).	vocational work-study
NJ	ACTIVITY:	A development of a model for the local evaluation of vocational-technical education. Contact: Po-Yen Koo, Director, Evaluation and Data, Division of Vocational Education, State Department of Education.	vocational evaluation
NJ	PROJECT:	Introduction to vocations. An interest-holding program of career introduction and exploration at the middle school level. Contact: Margaret Blair, Director, Introduction to Vocations, Division of Vocational Education, State Department of Education.	career middle schools
NJ	PROJECT:	Technology for children (the fastest growing career orientation program in the nation for the elementary level). Contact: Fred Dreves, Director, Technology for Children, Division of Vocational Education, Department of Education.	career

SPECIAL PROGRAMS

The Career Student

NJ	PROJECT:	Curriculum management center for career education and vocational-technical education (coordinates and produces curriculum for the Northeastern states). Contact: Joseph F. Kelly, Division of Vocational Education, State Department of Education.	career vocational curriculum
NJ	PROJECT:	New Jersey occupational resource center at Edison (innovative information dissemination for career education and vocational-technical education). Contact: Mr. Edwin York, Coordinator, New Jersey Occupational Resource Center, Building 871, R.M.C., Plainfield Avenue, Edison, N. J. 08817.	occupational resource center
NM	SB 167	ENACTED. Creates the area vocational school fund with the state board to calculate student figures and the public school finance division to distribute.	regional vocational finance
NY	ACTIVITY:	Two research and development centers for occupational education have been established by the BOER to seek to meet the needs of the state in terms of offering viable studies and functions that improve the climate in occupational education. One center, concerning itself primarily with urban problems, is located at the City University of New York, while the second center, concerned with suburban and rural problems, is located at Cornell University in Ithaca. Contact: Louis A. Cohen, Room 468 EBA, State Education Department.	regional occupational rural suburban urban
NY	ACTIVITY:	A model for an occupational and educational information referral service and a model for an employment service were established as post-treatment of former drug abusers in New York City. The delivery system for these two models is an independent nonprofit agency designed to serve as an intermediary service organization between treatment programs in New York City and educational and occupational institutions. Special attention is given to the distinction between specific skills preparation and attitudinal and psychological preparation for schooling and employment. The special problems of methadone maintenance patients are also noted. Contact: G. Geraldine Dickson, Room 468 EBA, State Education Department.	occupational drug abusers job placement
NY	ACTIVITY:	An assessment and description of an innovative curriculum of cooperative education at LaGuardia Community College, the only one in the country with an across-the-board program of cooperative education where the entire student body is required to participate in work experience. This evaluation reviewed LaGuardia's progress toward achieving its targeted objective of comprehensive cooperative Education. Contact: Theresa M. Mack, Room 468 EBA, State Education Department.	cooperative work-study community colleges

SPECIAL PROGRAMS

		The Career Student
NY ACTIVITY:	An employment follow-up survey of Nassau County secondary industrial-technical-vocational program students was jointly undertaken by the New York State Department of Labor, the Nassau County BOCES, and the New York State Education Department. A four-year span, from 1965 to 1970, was used as the benchmark with a total sampling of the industrial-technical-vocational students used in the survey. Contact: G. Geraldine Dickson, Room 468 EBS, State Department of Education.	vocational employment follow-up
NY PROJECT:	The Evaluation Service Center for Occupational Education (ESCOE) is a project that uses the delivery of performance-based curriculum objectives, lists of resource items, and criterion test items as an instructional tool and an evaluative instrument for occupational educators. Over 12,000 performance-based objectives in seven occupational content areas are coded and classified for placement in computerized data banks. ESCOE is designed to test the feasibility of establishing and maintaining a process of program evaluation within the constraint of a philosophical principle which holds that program objectives should be determined at the local education agency level. Contact: Howard Alvir, Room 468 EBA, State Education Department.	occupational evaluation performance-based objectives
NY PROJECT:	A developmental and coordinated career education program (9-12). Emphasizes career education as a life process. Student participates in study units, community activities and counseling so that he can develop understanding of himself, a knowledge of career options and skill in utilizing resources for preparation and placement. Activities include community speakers, parent orientations, field trips, a career fair and individual "shadow" experiences. ESEA Title III project. Contact: G. May Blackmore, Bethlehem Central High School, 700 Delaware Ave., Delmar, N. Y. 12054.	career counseling community involvement
NY PROJECT:	Modification of the junior high curriculum to integrate career awareness concepts. Career awareness concepts will be introduced into junior high curriculum areas of social studies, English, foreign languages, mathematics, science, industrial arts and home economics. Supplementary materials are being developed. An ESEA Title III project. Contact: Project Director, Uniondale Public Schools, Goodrich Street, Uniondale, N. Y. 11553.	career curriculum
NY STUDY:	Bachelor of Technology study. To study the need for expanding or adding programs leading to the Bachelor of Technology in Engineering degree and to investigate the potential of existing 2-year degree programs for precipitating B.T. degrees in other areas. Contact: Lorenz M. Worden, Bureau of Research in Higher and Professional Education, Twin Towers, Room 1923, Albany, N. Y. 12210.	engineering technology degrees postsecondary

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OH	HB 40	ENACTED (amended substitute). Revenue sharing and capital improvements bill. Appropriates $37,844,000 for vocational education building and equipment assistance. This amount is to be increased by the total interest acrued in the federal revenue sharing trust fund through June 30, 1973. Section 38 of amended substitute HB 86 extends the appropriation of this interest through June 30, 1975. Amended substitute HB 86 budgets $51.8 million as the operating appropriation for joint vocational schools, to which should be added approximately $65 million for the operation of vocational education in comprehensive high schools. Amended substitute HB 985 appropriates an additional $20,377,031 for vocational education and building equipment assistance. Of this amount, $377,031 is a reappropriation of lapsed money from the previous biennium, and the appropriation of the $20,000,000 is contingent upon the availability of the money.	vocational finance facilities
OH	HB 158	ENACTED (amended). Authorizes local and joint vocational school districts to contract with other districts for sharing the costs of special education personnel, and specifies the basis for computing the amount of state reimbursement and the cost to each participating district.	vocational exceptional finance
OK	HB 1248	ENACTED. Abolishes Governor's Advisory Committee for High School and Post-High School Technical-Vocational-Scientific Education, and provides for the appointment of a special committee of the legislative council on the structure of a technical-vocational-scientific education system.	vocational
OR	HB 2200	ENACTED. Students are authorized to service electronic receiving equipment under certain specified conditions.	electronics
OR	SB 767	ENACTED. Permits implementation of certain courses of study for instruction of apprentices or trainees. Requires approval of such courses by state joint committee and state board of education. Requires operation of such courses to be responsibility of recognized local employe organization. Requires district school boards to cooperate with department of education and local joint committees of trade committees in providing instruction to meet objectives of such courses. Authorizes state board of education to adopt rules, standards, policies or programs for development and operation of such courses.	industrial trades apprentices
OR	PROJECT:	Career orientation utilizing language development. Focus of the project is to develop, produce and test instructional units geared to vocational orientation through a language development program for children in grades 1-6. The units will cover three major career clusters: lumber, fishing and diversified	lumber fishing evaluation language

SPECIAL PROGRAMS

The Career Student

OR	PROJECT:	(Continued) occupations. Processes to be used include the establishment of target occupations, a survey of resources in target occupations, a survey of resources in target area and an ongoing review, evaluation and revision of learning packages. Contact: Thomas J. Walker, Coos County IED, 2405 Colorado St., North Bend, Ore. 97459.	
OR	PROJECT:	Occupational education for the non-college bound student. A countywide cooperative program to provide a suitable opportunity for the non-college bound to receive occupational education. Will utilize resources of public schools, the community college and private enterprises. Contact: Sam Banner, Malheur County IED, P. O. Box 156, Vale, Ore. 97918.	occupational community colleges nonpublic
OR	PROJECT:	Whitaker Living Lab. Focus of project is to develop in students a better self-concept; assisting them to assume responsibilities toward maintaining their physical environment; demonstrate social responsibility and citizenship; and develop an awareness of vocational offerings. Utilizes unique school environment and field experiences designed to accomplish learner goals. Contact: Bill Warner, 2301 N.E. 130th, Portland, Ore. 97230.	vocational environment
OR	PROJECT:	Vocational training for low potential students. Provides a special vocational training opportunity for low potential students. Proposes to meet needs which have not been met by regular programs for mentally retarded students. Contact: Vernon Thomas, 1820 N.E. 40th, Portland, Ore.	vocational mentally retarded
OR	PROJECT:	Rivergate career education project. To assist students in making improved selections of career education offerings; demonstrate improved performance in career programs, in both course work and work experience; and to demonstrate positive self-image so that the student will become competent, productive and a respected member of school and community. Contact: John Ries, 6941 N. Central, Portland, Ore. 97203.	career
PA	HB 1108 Act 346	Provides for maximum use of area vocational-technical school facilities and equipment by extending the curriculum of existing schools to provide expanded postsecondary vocational-technical education to out-of-school youth and adults. 1972.	regional vocational postsecondary adult education dropouts
PA	HB 1224 Act 308	To clarify certain existing responsibilities and procedures with respect to the legal establishment and operation of area vocational-technical schools. 1972.	regional vocational

SPECIAL PROGRAMS

The Career Student

SC	PROJECT:	COPE: Career Oriented Program of Electives. A three-year project at Greenville County's Berea High School in which 102 students participate. The program is particularly designed for students who do not plan to attend college; however, all students are welcome. Job oriented courses in vocational reading skills, vocabulary building, basic communication and human relations are available as electives or four-quarter courses substituted for English I-IV. Other courses planned are critical thinking, occupational writing and listening skills. Director: Doris Cole Sluder, 505 Murray Drive, Mauldin, S. C. 29662.	career
SC	PROJECT:	An interdisciplinary approach through career education combines mathematics, language arts and orientation to careers for 180 youth in grades 7-10 in the Fort Mill schools. Two career orientation teachers work with junior high and high school teaching teams to correlate instruction for 180 potential dropouts. These dropout-prone students were chosen because they scored one or more levels below grade placement on standardized achievement tests in math and English, received poor grades in either or both of these subjects, and were recommended for the program by their teachers, counselor and principal. Director: William G. McMillan, Fort Mill High School, Fort Mill, S. C. 29715.	career mathematics language arts dropouts
SD	HB 696 Ch. 122	ENACTED. Authorizes division of vocational rehabilitation to enter into contractual agreements with schools to reserve and pay for space for handicapped students from South Dakota.	vocational rehabilitation handicapped
SD	HB 812 Ch. 98	ENACTED. Includes travel to multidistrict occupational/vocational education centers in computation of state aid to transportation.	vocational regional transportation finance
SD	HB 831	ENACTED. Establishes a new state board of vocational education of seven members, five appointed by the governor (with three of those users of the education services and two other citizens), one member from the state board of education and one from the board of regents; sets procedures and authority of board, including appointment of full time directors; directs board of regents of vocational education to jointly prepare a comprehensive plan for all postsecondary vocational and technical education to be offered in the institutions. To the legislative research council for study.	vocational postsecondary
SD	HB 884	ENACTED. Provides that the director of vocational rehabilitation, instead of the superintendent of public instruction, shall make recommendations to the state board of vocational education.	vocational rehabilitation

SPECIAL PROGRAMS

			The Career Student
SD	SB 66 Ch. 123	ENACTED. Authorizes creation of multidistrict occupational/vocational education centers under the state board of vocational education supervision; provides for agreements among school districts for such centers approved by the state board of education; provides for establishing a center board for administration; requires offerings in at least five different fields; gives center board powers of school board except for taxation and bonding; provides for sharing of expenses and allocation of funds and provides for use of federal funds.	regional occupational finance
TN	HB 859 SB 580 Ch. 338	ENACTED. Extends availability of facilities and activities of state institutions of higher education to any student enrolled in at least six hours of credit courses. Applicable to technical schools.	technical postsecondary
TN	HB 1089 SB 914 Ch. 290	ENACTED. Provides for establishment and operation of a statewide comprehensive rehabilitation and training center at Smyrna.	vocational rehabilitation
TN	HB 1203 SB 1091 Ch. 278	ENACTED. Comprehensive vocational education law. Provides for comprehensive vocational education opportunities in grades 9-12; vocational and occupational counseling for grades 7-12; prevocational courses for grades 7-8; programming, plans and procedures.	vocational
TN	SB 75 Ch. 230	ENACTED. 1973 appropriations act, which includes vocational-technical appropriations.	vocational finance
TN	ACTIVITY:	The Tennessee management information system for vocational-technical education is a computerized data bank, the chief goal of which is the provision of comprehensive recent and accurate data to educators and administrators at all levels. The basic input of student enrollment data consists of optical scan forms completed by the student under the direction of a vocational teacher. The output is generated in units varying in size from statewide data to a single class. Contact: Garry R. Bice, Director, Research Coordinating Unit, 909 Mountcastle St., Knoxville, Tenn. 37916.	vocational management information computers
TN	PROJECT:	Two exemplary model career programs were conducted in two metropolitan centers of the state. Mobile units were utilized and teachers developed units and "hands-on" activities of their own. Contact: E. B. Hudgens, Coordinator, Program Services, Tennessee Division of Vocational Education, 205 Cordell Hull Building, Nashville, Tenn. 37219.	career
TN	STUDY:	A legislative resolution (HJR 157) directed a determination on the feasibility of a state technical institute in upper East Tennessee by the state board for vocational education. Results presented to Tennessee legislature in January 1974.	technical

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The Career Student

TN	STUDY:	Evaluation model. The basic purpose of this study was to establish a model for the evaluation of the quality of vocational-technical education programs in the state. The research team secured agreement on a consensus definition of "quality" and the 20 most important components for quality vocational-technical personnel across the state. The study showed that among vocational-technical program areas there is general agreement as to what constitutes components of a quality program. From the data, it was possible to create a non-complicated model which can be used to assess the relative position of local programs with regard to those components identified as measuring quality programs. Contact: Garry R. Bice, Director, Research Coordinating Unit, 909 Mountcastle St., Knoxville, Tenn. 37916.	vocational evaluation
TN	STUDY:	Occupational information system. Project INFOE (Information Needed for Occupational Entry) was begun in October 1971. Aperture cards containing localized information on 200 careers were tested in secondary schools in Tennessee. A pilot test was designed to assess the feasibility of establishing a statewide system for gathering and disseminating educational and career information through the medium of microfilm aperture cards. The pilot phase was very successful as attested by the favorable reactions of counselors and students to the information contained in the INFOE deck. Elementary INFOE is a career information program designed to provide fourth, fifth and sixth grade students with basic information on career clusters and general information on specific job titles. Twenty INFOE scripts for each of the 15 clusters identified by the USOE were developed. Contact: Garry R. Bice, Director, Research Coordinating Unit, 909 Mountcastle St., Knoxville, Tenn. 37916.	occupational information system
TX	HB 365	ENACTED. Exempts children in technical-vocational programs from compulsory attendance at public schools.	vocational attendance
TX	HB 1162	ENACTED. Sets transportation costs for vocational education students.	vocational transportation finance
TX	HSR 64	ADOPTED. Creates a special interim study by the members of the House Standing Subcommittee on Vocational-Technical Education of vocational technical education programs offered in Texas. The purpose is to determine the feasibility of establishing effective vocational-technical programs in all areas of the state.	vocational

SPECIAL PROGRAMS

			The Career Student
TX	HCR 77	ADOPTED. Requests the state board of education to revise the board's rules, regulations and plans for implementing and expanding vocational education programs in order that seventh and eighth grade students as well as all other secondary pupils have the benefits of career awareness exploration and occupational skill development.	vocational
TX	PROJECT:	Health Careers High School, Houston ISD. Contact: George G. Garver, Superintendent, 3830 Richmond, Houston, Tex. 77027.	health careers
TX	PROJECT:	Skyview Learning Resources Center, Richardson ISD. Contact: J. J. Pearce, Superintendent, 400 S. Greenville, Richardson, Tex. 75080.	career
TX	PROJECT:	Skyline Career Development Center, Dallas ISD. Contact: Nolan Estes, Superintendent, 3700 Ross Ave., Dallas, Tex. 75204.	career
TX	PROJECT:	Forest Meadow Junior High, Richardson ISD. Prevocational training. Contact: J. J. Pearce, Superintendent, 400 S. Greenville, Richardson, Tex. 75080.	vocational
TX	PROJECT:	Career education, Houston ISD. Contact: George G. Garver, Superintendent, 3830 Richmond, Houston, Tex. 77027.	
TX	PROJECT:	CVAE general construction trades program, Roosevelt High School, North East ISD. Contact: Marvin Greer, Principal, Roosevelt High School, San Antonio, Tex. 78218.	construction trades
TX	PROJECT:	Partners in career education. Contact: Elvis H. Arterbury, 1201 N. Watson Road, Arlington, Tex. 76011.	career
TX	STUDY:	Occupational-technical curriculum development for television instruction. Contact: Lyndon McClure, Dallas County Community College Districts, Main Bank Building, Main and Lamar, Dallas, Tex. 75202.	occupational curriculum television community colleges
TX	STUDY:	Development of a community career counseling and information program. Contact: Thomas A. Harris, McLennan Community College, 1400 College Drive, Waco, Tex. 76708.	career counseling community colleges
TX	STUDY:	Development and evaluation of a pilot element in a statewide career education delivery system. Contact: Lewis M. Abernathy, North Texas State University, Denton, Tex. 76203.	career delivery system
TX	STUDY:	A pilot program in residential construction and technology. Contact: Gerald G. Rambo, Paris Junior College, 2400 Clarksville St., Paris, Tex. 75460.	construction junior colleges
TX	STUDY:	Identification of adult career education needs. Contact: Vonda June Preston, Paris Junior College, 2400 Clarksville St., Paris, Tex. 75460.	career adult education

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TX	STUDY:	A study of manpower training requirements for the Texas agricultural industry. Contact: Conrad Fritsch, Texas Agricultural Experiment Station, Texas A&M University, College Station, Tex. 77843.	agriculture
TX	STUDY:	Development of a career education curriculum for deaf students at the Texas School for the Deaf. Contact: James S. Howze, Texas School for the Deaf, 1102 S. Congress Ave., Austin, Tex. 78704.	career curriculum deaf
TX	STUDY:	High school career interest and information survey, Phase III. Contact: Morris S. Webb, Texas State Technical Institute, Waco, Tex. 76705.	career interest survey
TX	STUDY:	Vocational follow-up study. Contact: Charles M. Whitson, Windham School District, P. O. Box 40, Huntsville, Tex. 77340.	vocational follow-up
TX	STUDY:	Individualization of Instruction by Vocational and Non-vocational Teachers: Self-report Compared with Observations, by R. J. Hardebeck, C. R. Ashbaugh and K. E. McIntyre. Contact: Oscar Millican, Assistant Director, Occupational Research and Development, Texas Education Agency, Austin, Tex. 78701.	vocational individualized instruction
TX	STUDY:	Basic learner outcomes for career education. Contact: Walter Howard, Director, Division of Program Planning and Needs Assessment, Texas Education Agency.	career learner outcomes
TX	STUDY:	Pilot assessment in career education. Contact: Walter Howard, Director, Division of Program Planning and Needs Assessment, Texas Education Agency.	career assessment
TX	STUDY:	Vocational education in Texas high schools -- an ethnic comparison. Contact: J. Earl Williams, Center for Human Resources, University of Houston, Cullen Boulevard, Houston, Tex. 77004.	vocational ethnic groups
VT	HB 77	ENACTED. Provides assistance to vocational and technical students.	vocational financial aid
VT	ACTIVITY:	The department's division of vocational-technical education is completing, in cooperation with local school districts, the 15th area vocational center in Vermont. These schools provide two-year programs of vocational and technical education for juniors and seniors of a larger geographic area. Contact: Cola Watson, Director, Vocational-Technical Education, State Department of Education.	vocational regional

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		The Career Student
VT ACTIVITY:	The statewide project in career education is well under way with a variety of programs being implemented at many grade levels in many school districts. A number of its components are innovative and exemplary. Contact: Cola Watson, Vocational-Technical Education, State Department of Education.	career
VA HJR 249	ADOPTED. Directs the Virginia Advisory Legislative Council to study and report on the feasibility of school boards acquiring land in the vicinity of schools for use in vocational courses and related problems.	vocational facilities
VA PROJECT:	A study of the effectiveness of a commercial instruction program in elementary art education. In Alexandria City, Goochland County, Hanover County, Newport News City, Prince William County, Stafford County, Surry County and Winchester City. Director: Baylor E. Nichols, Supervisor of Art, State Department of Education.	commercial art
VA PROJECT:	Vocational exploration and training. Phase one of the program, for sixth and seventh graders, involves identification of the participants and introduces them to the world of work through career units such as woodworking, food services, retailing, child care, sewing, and consumer buying; includes field trips and resource people. Phase two introduces students to specialized skills in carpentry, plumbing, electricity, masonry, sewing, food services, nursing, etc.; includes academic units correlated with vocational units and projects; is designed for eighth and ninth graders. Phase three is on-the-job training involving various agencies in the county; contractual jobs are part of curriculum and in addition to daily periods of related classroom instruction. Inservice training is available for teachers. A Title III project. Division Superintendent: Andrew G. Wright, Route 2, Box 20-A, Stafford, Va. 22554. Project Director: Philip D. Heim, P. O. Box 8, Stafford, Va. 22554.	career work-study teachers training
VA PROJECT:	Career development model. The program emphasizes guidance in career development in grades K-12. A model program centered around maximum involvement of all students, kindergarten through adult education, in career development processes is the main thrust of the program. The program aims to develop a career development model which will include inservice training of teachers, maximum involvement of all school staff, and utilization of community resources. A Title III project reported in August 1972. Division Superintendent: Ernest R. Worrell. Project Director: Glenda Dalton. Both at Carroll County Public Schools, Box 456, Hillsville, Va. 24343.	career early childhood adult education teachers training community involvement

SPECIAL PROGRAMS

		The Career Student
VA PROJECT:	Slow Learner Achievement Program. Prevocational related academics. The SLAP program is designed to identify slow learning students, ages 13-17, habilitate students through individual attention and extra help; orient and instill a sense of value for the students in the close connection between their academic and vocational/occupational education in secondary school. A multimedia learning laboratory, a special vocations teacher, revised curriculum with block scheduling and teaching specialists in the areas of science, math and language arts-communications skills are integral to the implementation of SLAP. A Title III project reported in August 1972. Division Superintendent: William G. Davis, Galax City School Board, P. O. Box 855, Galax, Va. 24333. Project Director: J. C. Roudebush, Galax High School, Circle Drive, Galax, Va. 24333.	vocational curriculum slow learners
VA PROJECT:	Hopewell Occupational Work Center. This project maintains a vocational and occupational training center designed for students ages 14-17 in grades eight and nine who have handicaps (academic, socio-economic, cultural, etc.) that prevent them from progressing in a regular academic program. Four broad areas of instruction are offered: (1) maintenance and repair; (2) occupational home economics; (3) business education; and (4) health occupations. A Title III project reported in August 1972. Division Superintendent: Charles W. Smith. Project Coordinator: David D. Crichton, Jr. Both at P. O. Box 270, Hopewell, Va. 23860.	maintenance home economics business health careers disadvantaged
VA PROJECT:	Rural school enrichment: cultural-vocational. The program involves the development of a close association between the areas of art, music, drama and industrial arts in an effort to correlate vocational instruction with that of the fine arts and to eliminate the premise that persons in vocational fields have little or no appreciation for fine arts. Grades 1-12, adults. A Title III project reported in August 1972. Division Superintendent: H. Kenneth Brown, Sr., Providence Forge, Va. 23140. Project Director: Edward Hall, New Kent High School, New Kent, Va. 23124.	industrial arts fine arts adult education rural
VA PROJECT:	Guidance in Vocational Education (GIVE). An attempt to expose the very young to the world of work. Forty preschool children and approximately 250 elementary students, grades one through six, are experiencing the world of work concept through the use of media, counseling, guidance services, consultants from the business world and personal experiences in home economics and industrial arts. Division Superintendent: Thomas W. Stafford, Nottoway Courthouse, Nottoway, Va. 23955. Project Director: Macio H. Hill. P. O. Box 468, Crewe, Va. 23930. A Title III project reported in August 1972.	vocational guidance early childhood

SPECIAL PROGRAMS

			The Career Student
VA	PROJECT:	Career education through instructional television. The purpose of this project is to develop a series of color video tapes for Bedford County students in grades kindergarten through eight to introduce them to career awareness. The elementary instructional television series will be one phase of a total career education curriculum planned for all grades in the system. Through educational television station WBRA in Roanoke, the tapes ultimately will be viewed not only by teachers and students in Bedford County but in the schools of the 21 other participating divisions of the Blue Ridge Educational Television Association. A Title III project. Division Superintendent: Robert Parlier, P. O. Box 332, Bedford, Va. 24523. Project Director: Winston Underwood, WBRA Television Station, P. O. Box 15, Roanoke, Va. 24001.	career television
WA	PROJECT:	Career orientation in a skills-based program in Bridgeport School District. Director: J. Haglund. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	career
WI	6 A Ch. 15	ENACTED. Removes language from the statutes which authorizes the establishment of separate trade schools for boys and girls in Milwaukee.	trades sex discrimination
WI	AJR 23	ADOPTED. Directs the legislative council to study the relationships between programs offered by vocational-technical adult education schools, high schools and institutions of higher education.	vocational postsecondary adult education
WI	ACTIVITY:	The cooperative effort of a group of schools to provide for small high schools a vocational program in a single center to which each school transports. Contact: Gaylord K. Unbehaun, Superintendent of Schools, Brillion, Wisc. 54110.	vocational regional
WI	ACTIVITY:	High school vocational classes build buildings at school and then sell buildings for removal away from school. This is a practical course in building. Contact: Gordon Nelson, Superintendent of Schools, Maple, Wisc. 54854.	construction
WI	STUDY:	Relationship of the University of Wisconsin System and vocational, technical and adult education system in area of programs and facilities. Financing of vocational-technical adult education. Contact: Helene Nelson, Legislative Fiscal Bureau, State Capitol, Madison, Wisc. 53702.	vocational postsecondary adult education finance
WY	ACTIVITY:	The implementation of comprehensive career education programs in grades 1-12 for each individual in 50 per cent of Wyoming's school districts. Contact: Paul Sizemore, State Department of Education.	career

SPECIAL PROGRAMS

The Exceptional Child

AZ HB 2256	ENACTED. Requires each school district to provide special education instruction for exceptional pupils by the school year 1976-77; requires a district plan for submission to the department of education by July 1, 1975; provides for increased state assistance for special education; prescribes a voucher procedure for the education of exceptional children in districts prior to providing special education instruction.	planning finance vouchers
AZ SB 1099	ENACTED. Eliminates the minimum entrance age of four years for enrollment without charge in the state school for the deaf and the blind, with acceptance being a matter for determination by the school's board of directors.	deaf blind school age early childhood
AR SB 19 Act 102	ENACTED. Mandates the state and the school districts to provide a free public education for all its handicapped children by the school year 1979-80. A conditional mandate, however, is provided in the law now; the mandate would exist only under the condition where the parents of five similarly handicapped children residing in a district petition the local board for special education classes. Additional changes that would brought about by this bill include the following: (1) the policy of the state would be to educate handicapped children in regular public schools to the extent feasible; (2) an advisory council would be established for the purpose of advising the department of education on rules, regulations and plans with respect to educating handicapped children; (3) school districts are required to report to the department of education on the extent to which they have implemented educational programs for the handicapped; (4) school districts would be required to test children it believes to be handicapped and to keep records of this; (5) the responsibility of financing the additional effort required for educating handicapped children is ultimately that of the state; however, to the "maximum extent practicable" financing will be the responsibility of the school districts.	handicapped finance
CA AB 383 Ch. 95	ENACTED. Permits a county superintendent of schools to contract with a school district or another county superintendent to provide education for physically handicapped pupils residing anywhere within the county, rather than only those for physically handicapped students residing in the school district having an average daily attendance of less than 8,000.	handicapped physically

SPECIAL PROGRAMS

			The Exceptional Child
CA	AB 2269 Ch. 572	ENACTED. Allows county board of education to levy a tax for special programs for the physically handicapped as well as mentally retarded in districts participating in county programs. Also requires county of residence of pupils residing in licensed institutions or family homes to reimburse county superintendent providing education for such pupils for "excess expenditures."	handicapped physically mentally finance
CA	ACR 17 Res. Ch. 46	ADOPTED. The senate and assembly of California concur that the members pledge unreserved support in the humanitarian effort to "hunt for the handicapped child." This resolution introduced because there exists a need to identify all of the handicapped of California who are not presently served, and whereas a united citizens group will undertake and maintain a campaign to assist these handicapped citizens.	handicapped
CA	SB 29 Ch. 29	ENACTED. Requires superintendent of public instruction to authorize specified pilot programs for education of severely mentally retarded pupils between ages of three and five years. It limits expenditures to between $140,000 and $160,000 in fiscal year 1973-74. Becomes operative July 1, 1973 and ceases to be operative on June 30, 1974. To take effect immediately.	handicapped mentally early childhood finance
CA	SB 527 Ch. 151	ENACTED. Permits school districts to employ persons holding a designated subject teaching credential in a vocational field to teach physically handicapped and mentally retarded pupils in a sheltered workshop or occupational training program.	handicapped physically mentally vocational
CA	ACTIVITY:	The California Department of Education has completed, and the state board of education has adopted in January 1974, a long-range California master plan for special education. The plan, which will be considered by the 1974 state legislature, would restructure the organization of the delivery system and the modes of program operation. Regionalization of program opportunities should enhance the quick realization of the state goal of service to all exceptional children. Programming changes are designed to foster integration of the mildly handicapped into the regular school program, heavier interaction of all the handicapped with their regular age peers and maximum utilization of special education placement in nonlabeled, noncategorized program services. Required services for children needing intensive, full-time assistance will begin at age three under a written comprehensive plan. Even younger children may be served as part of a comprehensive special education plan, when the need can be documented and a sufficient number of children have been identified. Contact: Leslie Brinegar, Special Education Support Unit, California Department of Education.	handicapped early childhood regionalism

SPECIAL PROGRAMS

		The Exceptional Child
CA ACTIVITY:	A third California Department of Education-maintained diagnostic school for the neurologically handicapped was authorized by the California legislature in 1973. The new school, to be located in Fresno and to serve the Central California Valley, will complete the network of three diagnostic schools which is intended to provide intensive educational, psychological and medical evaluation for children in California schools who need such complete evaluations and education prescriptive work. Children and their parents are scheduled for one-week evaluations. The new state school will have a full-time program for approximately 25 children, who may be served for as long as a one-year period. Contact: Barry Griffing, Special Education Support Unit, State Department of Education.	handicapped neurologically
CA ACTIVITY:	Wilson Riles Blue Ribbon Committee on Education of the Gifted. A statewide committee charged with studying the philosophy and education of children with high educational potential and special talents. From this study the committee is to develop a master plan for gifted education in the state of California. Contact: Leslie Brinegar, State Department of Education.	gifted
CA PROJECT:	Pilot programs for severely mentally retarded children, ages 3-5. Ten California school districts are completing the second year of a pilot project to determine the efficiency of early childhood education programs for severely mentally retarded children (I.Q.'s 30-50) ranging in age from 3-5. Analysis of the first year's results in areas of language, gross motor, self-care, self-identity and social behavior indicates significant positive results, using a specially-derived data collection instrument, adaptive behavior measurements and site visitation analyses. Contact: James Edwards, Special Education Support Unit, State Department of Education.	handicapped mentally early childhood
CA PROJECT:	Labor market analysis survey for handicapped students. A previous project developed the methodology of identifying the handicapped and persons were trained to apply this methodology. This project is to improve upon the current practices of identifying and providing special assistance and guidance to handicapped students. The specific purposes of this project are to (1) determine the most effective method of developing and utilizing a resource tool for high school and college counselors, which will provide the occupational information necessary for the counselor to properly guide and assist the handicapped student in selecting and pursuing a realistic career choice; and (2) determine the most effective way of developing this resource and determining its content and format. Contact: John McKinley, Dean of Instruction, Chabot College, 25555 Hesperian Blvd., Hayward, Calif. 94545.	handicapped career

SPECIAL PROGRAMS

The Exceptional Child

CA	PROJECT:	Handicapped children in the regular classroom. Educable mentally retarded and educationally handicapped children previously involved in special classes are returned to the regular classroom through the implementation of this program. Pupils are provided with individually prescribed programs, and special teacher training is featured. Participating students showed academic growth equal to that of regular students and doubled their anticipated rate of achievement in reading and mathematics as compared to previous years in separate special classes. Contact: Steve Eimers, Project Director, Fountain Valley School District, No. 1 Lighthouse Lane, Fountain Valley, Calif. 92708.	handicapped mentally educationally teachers training
CA	PROJECT:	A project entitled "New Ideas and Approaches in Special Education" is a California department of education project under EHA, Title VI-B, which provides project dissemination funds to 10-15 highly innovative and/or successful school programs or projects for the handicapped. A variety of methods to productively disseminate information about the nature of the projects, the goals and objectives and the projects' successes are being demonstrated during the 1973-74 school year. Contact: Donna Bolen, Project Specialist, Special Education Support Unit, State Department of Education.	handicapped
CA	STUDY:	Study of a master plan for special education programs in California. Contact: State Department of Education.	master plan
CO	HB 1164 123-22	ENACTED. Defines as handicapped, child between 5 and 21 with long time physical impairment; also identifies as "handicapped" a child whose presence in ordinary educational program is detrimental to education of other. Provides that by July 1, 1973, every school district shall be itself an administrative unit. Each administrative unit shall submit a plan to department of education by Jan. 1, 1974, indicating how the district will provide for education of all handicapped children no later than July 1, 1975. Provides that for fiscal year 1973-74, an administrative unit which maintains and operates an approved special education program for education of handicapped children shall be entitled to reimbursement for 80 percent of salaries of specified personnel (18 classifications); as approved by the department of education. Provides for advisory committee of unlimited number to be appointed by state board of education; to include two special education teachers, two administrators with experience in special education; two parents of children presently or formerly involved in special education programs. Appropriates $2 million to be used for inservice training of regular classroom teachers, in order that they may be more responsive to children with minimal learning disabilities.	handicapped physically socially finance teachers training

SPECIAL PROGRAMS

			The Exceptional Child
CT	HB 5157 PA 111	ENACTED. Concerns the rights of children requiring special education; provides for boards of education to inform parents or guardians of children requiring special education of their rights.	parents students rights
CT	HB 5158 PA 556	ENACTED. Provides for review and evaluation of programs for exceptional children; establishes periods within which action is to be taken and provides for transcripts of hearings.	evaluation
CT	HB 8808 PA 73-111	ENACTED. Requires local boards of education to provide the services required to identify children in need of special education and to establish their eligibility for such, and to prescribe suitable educational programs. Requires boards to notify parents or guardians of children in need of special education of the laws relating to it.	parents students rights
DE	SB 160 Sec. 1703 Title 14	ENACTED. Relates to units of pupils when the pupils are partially deaf or hard of hearing. One unit for six children. Reduces number of children in unit from eight to six.	deaf unit size
DE	SB 161 Sec. 1703 Title 14	ENACTED. Commits state to preschool program for partially deaf or hard of hearing children on 1:6 unit base; effective July 1, 1973.	deaf early childhood finance
DE	SB 174	ENACTED. Funds a summer program in several school districts for trainable mentally handicapped pupils.	handicapped mentally trainable
DE	PROJECT:	Establishes a developmental curriculum for the orthopedically handicapped. The purpose of the project is to develop, demonstrate and disseminate an effective developmentally-based educational technology to improve the learning processes of handicapped children. ESEA Title III project. Contact: Melville F. Warren, Director of Elementary Education, Capital School District, 945 Forrest St., Dover, Del. 19901.	handicapped orthopedically curriculum
DE	PROJECT:	Living studies center, to improve the quality of educational experience currently available to exceptional children at the middle school level. ESEA Title III project. Contact: Willis A. Proctor, Supervisor of Special Education, Newark School District, 83 E. Main St., Newark, Del. 19711.	middle school
FL	CSHB 212, 655, 678 Ch. 73-255	ENACTED. Requires all public buildings, including schools, in general use by physically handicapped, to conform to standards and specifications set by department of general services for handicapped persons.	handicapped facilities
FL	HB 660 Ch. 73	ENACTED (as amendment to SB 1343). Provides appropriation of $26,404 for employment of educational consultant for gifted in department of education division of elementary and secondary education.	gifted

SPECIAL PROGRAMS

The Exceptional Child

FL	HB 725 Ch. 73-345	ENACTED (as amendment to CSHB 734). Permits use of minimum foundation program funds and exceptional child units for exceptional children below age of three in home instruction, day care or preschool program, with appropriation of $350,000 for 25 additional units, $27,750 for employment of additional state consultants, $20,000 for training of professionals and paraprofessionals.	early childhood finance
FL	HB 1655 SB 893 Ch. 73-345	ENACTED (as amendment to HB 734). Expands definition of exceptional children to include all mentally retarded (now limited to educable and trainable).	handicapped mentally
FL	SB 974 Ch. 73-345	ENACTED (included in HB 734). Provides that exceptional children who are deaf, blind, severely handicapped or trainable mentally retarded below age of five, be eligible for home instruction programs.	handicapped deaf blind mentally early childhood home instruction
FL	SB 1052 Ch. 73-345	ENACTED (included in HB 734). Requires department of education to establish definite criteria for all categories of exceptionalities and qualifications of diagnostic and personnel making category recommendations.	criteria
FL	ACTIVITY:	Florida instructional materials center for the visually handicapped. Established by legislative appropriation in 1972, the center provides all Florida school districts with services for the coordination, cataloging, standardizing, production, procurement, storage and distribution of braille, large print, tangible apparatus and other specialized educational materials for blind and partially-sighted students. Contact: Sara Conlon, Administrator, Program Development and Evaluation, State Department of Education.	handicapped visually instructional materials center
FL	ACTIVITY:	Florida exceptional child education clearinghouse/information center. An information service of the bureau of education for exceptional students, the clearinghouse provides a system for the exchange and dissemination of relevant educational information and materials among Florida's exceptional child educators. Contact: Sara Conlon, Administrator, Program Development and Evaluation, State Department of Education.	information center
FL	PROJECT:	Florida Learning Resources System (FLRS). A USOE/BEH project administered by the bureau of education for exceptional students (through contractual agreement with the Southern States Cooperative Learning Resources System, Auburn University at Montgomery), FLRS provides instructional resources support services to district exceptional child programs through a statewide network of associate centers. Contact: Sara Conlon, Administrator, Program Development and Evaluation, State Department of Education.	resources system

SPECIAL PROGRAMS

The Exceptional Child

HI	PROJECT:	Auditory training for hearing-impaired children in Pearl Harbor Kai Elementary School. Decisive criteria: evidence of good progress in speech and language development. Contact: State Department of Education.	hearing-impaired
HI	PROJECT:	Special education resource center. Contact: Windward District Office or State Department of Education.	resource center
HI	PROJECT:	Demonstration class for the hearing handicapped at Waimea Elementary and Intermediate School. Contact: State Department of Education.	handicapped hearing-impaired
HI	PROJECT:	Redevelopment of Hawaii English project materials for educable mentally retarded children. Contact: Curriculum Development and Technology Branch, State Department of Education.	handicapped mentally English
ID	HB 282 SL 307	ENACTED. Provides that teachers in special education projects administered by any state agency shall be exempt from the personnel system.	teachers
ID	HCR 26	ADOPTED. Calls for a study of the existence, scope and delivery of special education programs in Idaho.	assessment
ID	PROJECT:	Communication Skills Through Authorship (CSTA). Target population: grades 1-2 and primary, intermediate and junior high special education classes. Major objectives: to improve reading achievement; to improve student desire to read; to foster the teaming of a basal approach and a viable complementary reading program; to improve the total orchestration of the language arts activities of thinking, speaking, listening and reading. Contact: Lewis B. Smith and Glen D. Morgan, 12th and Linden, Lewiston, Idaho 83501.	reading exceptional
ID	PROJECT:	Auditory perceptual language development training program. Target population: grades 1-4, elementary. Major objectives: to study methods in establishing auditory discrimination in identifying diagnosis and remediation; to screen children with normal ability but having poor discrimination of speech sounds, short auditory memory span or problems of inattention--any of which may constitute a learning disability; to establish pilot programs in two elementary schools. Contact: Elsie Geddes, Project Director, 1207 Fort St., Boise, Idaho 83702.	learning-disabled

SPECIAL PROGRAMS

			The Exceptional Child
ID	STUDY:	HCR 26 directed the legislative council to conduct a study of the existence, scope and delivery of special education programs in Idaho. The committee has met and received information from various state agencies and private groups and persons interested in special education. The committee found that the special needs assessment project currently underway in Idaho would provide the information called for by the resolution. If the conclusion after receiving this information is that additional legislation is needed, it will be considered at that time. Contact: Susan Bennion, Legislative Council.	needs assessment
IL	HB 685 PA 78-769	ENACTED. Requires determination of eligibility of child for special education within 60 days of referral by school authorities for evaluation by district or application by parents or guardians; admission of child found eligible to be by start of next semester. District shall indicate to parent or guardian and the superintendent of public instruction the nature of services child shall receive for the regular school term while waiting for placement in the appropriate special education class.	placement
IL	HB 977 PA 78-357	ENACTED. Provides that any school eligible for reimbursement for funds expended for the construction and maintenance of special education facilities and which operates a program for a number of days in excess of the adopted school calendar shall be entitled to additional reimbursement.	facilities finance
IL	HB 1364 PA 78-788	ENACTED. Revises and updates provisions relating to composition and duties of county special education advisory committee.	committee
IL	HB 1790 Ch. 122	ENACTED. Amends a section of the school code by transferring the special education portion of Section 18-3 to Article 14. This change will provide a system of comprehensive educational supervision and evaluation for all programs relating to handicapped children. The other substantial change requested by HB 1790 gives a form of impaction aid to local school districts.	handicapped finance
IL	ACTIVITY:	The first and only complete revision of the Rules and Regulations to Govern the Administration and Operation of Special Education since the enactment of mandatory legislation in 1965, the new regulations delineate the rights of exceptional children, deemphasize categorization and assure a continuum of services available to all handicapped children. They have been in effect since July 1, 1973. Contact: Lee Patton, Exceptional Children, State Department of Public Instruction, 1020 S. Spring, Springfield, Ill. 62706.	handicapped students rights

SPECIAL PROGRAMS

		The Exceptional Child
IL ACTIVITY:	Pursuant to action of the state legislature, specific regulations were developed to detail the steps by which a parent could appeal a proposed special education placement for their child with exceptionalities. These due process procedures have now been incorporated into Rules and Regulations to Govern the Administration and Operation of Special Education. Contact: Lee Patton, Special Education, State Department of Public Instruction, 1020 S. Spring, Springfield, Ill. 62706.	placement
IL ACTIVITY:	For the first time, nonpublic facilities which provide special education services to handicapped children under the provisions of the school code are subject to certain legal, educational and financial standards. Rules and Regulations to Govern the Administration and Operation of Nonpublic Facilities Serving Handicapped Children Under the Provisions of Section 14-7.02 of the School Code have been developed and implemented.	handicapped nonpublic
IL ACTIVITY:	For the first time in Illinois, and to our knowledge in the country, public school special education programs are being reviewed as a part of the evaluation of the total educational effort of each local school district. A double thrust effort in which teams of practitioners evaluate both individual local school districts and the cooperative special education districts was initiated during the 1972-73 school year. Sixteen cooperatives were evaluated during this first year and it is anticipated that each program will be reviewed on a three-year cycle. Specific evaluation criteria were established for use by the team, as stated in Recognition Criteria for Special Education. Another feature unique to this effort is the inclusion of parents on this evaluation. Contact: Joe Glassford, Special Education, State Department of Public Instruction, 1020 S. Spring, Springfield, Ill. 62706.	evaluation
IL ACTIVITY:	Program for deaf-blind children. A diagnostic service has been developed under the auspices of Michael Reese Hospital in Chicago with interpretive follow-up for parents. The quality of local programming has improved because of consultation by the coordinator for deaf-blind programming. A summer program for deaf-blind children was held at the Hope School for Blind Multiply Handicapped Children. A parent newsletter in both Spanish and English is being sent to parents of deaf-blind children throughout the state. The same parents have formed an Illinois Association of Parents of Deaf-Blind Children. Parent and teacher institutes are continually being held, on different topics, for further program development efforts. Contact: Robert Rittenhouse, Special Education, State Department of Public Instruction, 1020 S. Spring, Springfield, Ill. 62706.	deaf blind

SPECIAL PROGRAMS

		The Exceptional Child
IL ACTIVITY:	Two separate and simultaneous parent institutes for parents of young (infancy to five or so) visually impaired and hearing-impaired children were held this summer as a cooperative effort by the office of the superintendent of public instruction, local school systems and their regional Title VI personnel, the department of public health, the department of children and family services, and the division of services for crippled children. The purpose of this statewide effort was to give experience in offering an institute program to the local personnel so that eventually the institues could be given on a regional basis. Contact: Gail Lieberman and Richard Robinson, Special Education, State Department of Public Instruction, 1020 S. Spring, Springfield, Ill. 62706.	visually impaired hearing-impaired parents early childhood
IL ACTIVITY:	Special education section has sponsored "parent awareness" workshops throughout the state. As a result of one in Rockford, their PTA established an exceptional children chairman for their district and an individual chairman for each school's PTA; a crisis hot line; a consortia of all parent groups; and a crisis babysitting service. Contact: Fred Rosum, Assistant Superintendent, Exceptional Children, State Department of Public Instruction, 1020 S. Spring, Springfield, Ill. 62706.	parents
IL ACTIVITY:	A publication entitled Preschool Learning Activities for the Visually Impaired Child has been printed and is available. Contact: James Meeks, Exceptional Children, State Department of Public Instruction, 1020 S. Spring, Springfield, Ill. 62706.	visually impaired early childhood
IL ACTIVITY:	The instructional materials center has produced five major slide tape presentations. The topics include two excellent ones which may be unique to Illinois; namely, the deaf-blind child and the autistic child. Contact: Nick Xamis and Robert Rittenhouse, Exceptional Children, State Department of Public Instruction, 1020 S. Spring, Springfield, Ill. 62706.	deaf blind autistic media
IL ACTIVITY:	The department for exceptional children has developed a statewide evaluation system for the Title I program with several unique features. This year, for the first time, results of the evaluation are being given back to the local districts as well as being used in the state office and on the federal level. Contact: Thomas Kerins, Exceptional Children, State Department of Public Instruction, 1020 S. Spring, Springfield, Ill. 62706.	evaluation

SPECIAL PROGRAMS

		The Exceptional Child
IL ACTIVITY:	The entire department for exceptional children within the office of the superintendent of public instruction was reorganized into teams each of which was given a specific role and function. As a result of this reorganization, decisionmaking has been decentralized and communication with local districts expedited; the interrelationships between program areas have been emphasized; fiscal management has been centralized with a concurrent increase in efficiency and accountability; program accountability and monitoring have been improved by establishing standards and designating personnel for enforcement through recognition and supervision activities; program development has been improved. Contact: Fred Rozum, Assistant Superintendent, Exceptional Children, State Department of Public Instruction, 1020 S. Spring, Springfield, Ill. 62706.	organization
IL ACTIVITY:	The division of vocational rehabilitation, the division of vocational and technical education and the office of the superintendent of public instruction have completed and published a booklet entitled A Step Forward. This publication details the services abailable to schools in establishing vocational programs for handicapped children, lists the requirements for personnel, etc., and gives suggestions for programming. Contact: Fred Rozum, Assistant Superintendent, Exceptional Children, State Department of Public Instruction, 1020 S. Spring, Springfield, Ill. 62706.	handicapped vocational
IL ACTIVITY:	The administration of Title I (89-313) funds for handicapped children in state supported facilities has been transferred from the department of mental health to the office of the superintendent of public instruction. With the assistance of a special administrative project grant, nine consortia of these facilities have been developed and four more are in the developmental process. Previously unused, the funds will be channeled through these consortia to provide direct supplemental services to the handicapped children in these facilities. Local directors of special education serve on these consortia boards, providing a close link between the services for children. Contact: Richard Robinson, Exceptional Children, State Department of Public Instruction, 1020 S. Spring, Springfield, Ill. 62706.	handicapped finance consortia
IL ACTIVITY:	Driver education for handicapped youth. Curriculum materials designed especially for handicapped youth have been developed and implemented in 350 secondary schools. These materials have been made available to all secondary schools to assist in more thorough instruction of these youth. Contact: A. Edward Johnson, Director, Safety Education Section, Office of the Superintendent of Public Instruction, 316 S. Second St., Springfield, Ill. 62706.	handicapped driver education

SPECIAL PROGRAMS

			The Exceptional Child
IL	PROJECT:	Through funding by Title VI-B, ten model programs in the area of early childhood education for 3-4-5-year-old exceptional children were designed and given additional funding beyond the normal state level in order to study and demonstrate the most effective procedures for working with these young children. The final report of each program will be published and disseminated for use by all school systems in Illinois in planning and implementing their early childhood education program. Contact: Richard Robinson and Andrea Batinski, Exceptional Children, State Department of Public Instruction, 1020 S. Spring, Springfield, Ill. 62706.	early childhood
IL	STUDY:	Utilizing funds specially designated by the legislature, two intensive studies of regional planning for children with low incidence exceptionalities have been conducted. During the first year, each region identified its own needs and attempted to formulate a plan for their resolution. During the second year, Education Management Services, a management firm located in Minneapolis, studied the needs of the state. While the goals of formalized regional planning have not yet been met, the problems have been clearly delineated and the options clarified. Contact: Gail Lieberman, State Department of Public Instruction, 1020 S. Spring, Springfield, Ill. 62706.	regionalism planning
IL	STUDY:	Following a year of study and intensive planning by the department for exceptional children, the Illinois Board of Higher Education has asked every college and university to appoint one person who will be responsible for the advocacy of exceptional students on campus. These representatives will meet together to continue planning and beginning to implement this advocacy plan. Contact: Corinne Cloppas, State Department of Public Instruction, 1020 S. Spring, Springfield, Ill. 62706.	advocacy postsecondary
IL	STUDY:	Pursuant to a request from the Illinois Board of Higher Education, a master plan for special education programs in higher education has been developed. While still being considered by a task force on teacher preparation, implementation of some of the recommendations has already begun. Contact: Lee Patton, State Department of Public Instruction, 1020 S. Spring, Springfield, Ill. 62706.	postsecondary teachers training
IL	STUDY:	Based on research initiated through a federal grant to the University of Illinois, a four-volume curriculum guide was completed, field-tested and published. With major emphasis on behavioral techniques, the program is primarily for use with the severely retarded child. However, it has been found to be adaptable to children with various other exceptional characteristics. Contact: Instructional Materials Center, 1020 S. Spring, Springfield, Ill.	handicapped mentally

SPECIAL PROGRAMS

			The Exceptional Child
IL	STUDY:	A survey in the area of early childhood education of the exceptional child has been conducted to determine the specific outcomes of the first year of mandated services to all exceptional 3-4-5-year-olds, and also assist with planning for the second year of direct services. Contact: Andrea Batinski, State Department of Public Instruction, 1020 S. Spring, Springfield, Ill. 62706.	early childhood
IL	STUDY:	Special funding by the state legislature led to a study conducted to determine the educational needs of the adult deaf in Illinois. The preliminary results of the study are a demonstration of the enormity of the needs of this population. Contact: Gail Greer, State Department of Public Instruction, 1020 S. Spring, Springfield, Ill. 62706.	deaf adult education
IL	STUDY:	A major curriculum development study in the area of the educable mentally handicapped developed by Dr. Goldstein of Yeshiva University has been field-tested in several Illinois districts. Contact: Peggy Phee, Exceptional Children, State Department of Public Instruction, 188 W. Randolph, Chicago, Ill. 60601.	handicapped mentally curriculum
IL	STUDY:	Under the auspices of Title VI-B, a study of special education costs in the public schools of Illinois has been completed, published and distributed to administrators in Illinois. This study clearly demonstrates certain trends and is being cited as a landmark of its kind concerning costs for the education of handicapped children. Contact: Richard Robinson, Exceptional Children, State Department of Public Instruction, 1020 S. Spring, Springfield, Ill. 62706.	finance
IN	HB 1590 PL 155	ENACTED. Empowers the department of mental health to establish a division of mental retardation with specific powers to develop a series of programs to assist with this problem. Defines developmental services.	handicapped mentally
KS	HB 1092	ENACTED. Provides that children, who are developmentally disabled and are referred to a special education class, be tested in the principal language of the home. Said test(s) must reasonably relate to the child's cultural environment.	developmentally disabled bilingual
KS	STUDY:	Multiple handicapped children. A study of the needs of the multiple handicapped children and the coordination of services to them by the school for the visually handicapped, school for the deaf, Kansas Neurological Institute, and other state institutions, and local schools. Assigned to special legislative committee on juvenile matters. Representative John Bowers, Chairman.	handicapped multiply

SPECIAL PROGRAMS

			The Exceptional Child
KS	STUDY:	A study for general revision of special education statutes and existing special education programs. Assigned to special committee on special education and other matters.	legislation programs
KY	ACTIVITY:	A class action suit was filed on behalf of plaintiff exceptional children on Sept. 12,1973 in the Federal Court, Eastern District of Kentucky. Contact: David Vest, Attorney for Plaintiffs, Bank of Commerce Building, Lexington, Ky. 40507.	lawsuit
KY	PROJECT:	Early Diagnosis of Disability through Inservice Training (EDDIT). Offers teachers intensive training in the identification and diagnosis of educational disabilities and remedial techniques. Project EDDIT hopes to change attitudes toward disabled children by directly training teachers to work with these students within the regular classroom setting. Two diagnostic teams, each composed of an educational specialist, a psychologist and a part-time nurse, provide workshops, consultant service and year-long support to workshop participants. Other services are furnished as requested, including diagnostic testing of pupils. Title III ESEA. Contact: Donald R. Alwes, Sr., Project Director, 8711 La Grange Road, Louisville, Ky.	learning-disabled teachers training
KY	PROJECT:	Re-Education School program provides new approaches to aid emotionally disturbed children. Residential school has capacity for 32 (average stay, four months) severely disturbed children 6-12, who stay at school five days per week untill returned to regular classes. Project includes three school centers for less disturbed children. Specialists evaluate, diagnose,treat and follow up children enrolled. Project personnel also work with children referred from public and private schools. Contact: Donald R. Alwes, Sr., Re-Ed School, 8711 LaGrange Road, Louisville, Ky. 40503.	emotionally disturbed
KY	STUDY:	Teacher training and certification in special education. Contact: Nancy Jo Cotton, Legislative Research Council, Frankfort, Ky. 40601.	teachers training certification
KY	STUDY:	Special education study by the state advisory council on programs for exceptional children. The council, a cross-section of professional and lay people, has conducted a comprehensive review of existing statutes and state board of education regulations regarding exceptional children. Recommendations to the superintendent of public instruction cover definition of exceptional children; funding of exceptional children's classroom units; teacher aides and paraprofessionals, consultants; attendance; transportation and planning by local school districts. Contact: Don C. Bale, Assistant Superintendent, State Department of Education, 1813 Capital Plaza Building, Frankfort, Ky. 40601.	finance personnel attendance transportation planning

SPECIAL PROGRAMS

			The Exceptional Child
LA	HB 205 Act 196	ENACTED. Provides for payment of nonresidential services for exceptional children when there is no state-operated facility to provide care.	finance
LA	HB 218 Act 70	ENACTED. Provides that the state board of education shall designate and certify the centers which may be located in state colleges and universities as competent authorities for the psychological and educational diagnosis and evaluation of exceptional and handicapped children. Provides that state board of education may contract with the special education centers for the psychological and educational diagnosis and evaluation of handicapped and exceptional children; provides that such services be performed only by those personnel of the special education centers who are otherwise qualified and certified. Authorizes the state board of education to contract with parish and city school boards for their services in any area where either an abundance of proof is furnished that the colleges and universities and the community mental health centers and clinics are not or cannot adequately meet the evaluation needs or where sufficient demand for evaluation services exist to warrant rendering service in an alternative manner. Other provisions.	handicapped
LA	ACTIVITY:	Louisiana has implemented four centralized, innovative programs for the preschool deaf-blind utilizing foster home care, which are under the control of parish school systems. The programs utilize a behavioral analysis approach and will result at the end of the school year in rigorous documentation of teacher time and pupil progress and accountability for monies and time spent. Contact: Joseph Glorioso, Assistant Superintendent, Special Education, State Department of Education.	deaf blind early childhood
LA	STUDY:	To implement Act 368 of the 1973 Louisiana Regular Legislative Session for special educational services. Contact: Joseph C. Glorioso, Assistant Superintendent, Special Educational Services, State Department of Education.	exceptional
ME	LD 965 Ch. 609	ENACTED. An act relating to exceptional children. Assures equal educational opportunities within regular programs, insofar as possible, for all exceptional children ages 4-20. A comprehensive act.	early childhood equal opportunity
MD	HB 234	ENACTED. Provides for learning disability evaluation of children entering first grade in the public school system and provides for the development of programs for disabled students.	evaluation learning-disabled

SPECIAL PROGRAMS

			The Exceptional Child
MD	HB 387 Art. 77	ENACTED. Provides a right of review of a handicapped child's diagnosis and educational program; provides for the appointment, powers and compensation of boards of review; and establishes the procedure for such review and appeals therefrom.	handicapped student rights
MD	HB 388 Art. 77	ENACTED. Deletes the requirement that certain handicapped children must come within the purview of the bylaws, rules and regulations of the state board of education in order to be subject to the provisions of Section 92.	handicapped
MD	SB 549 Art. 77	ENACTED. Requires the state board of education to promulgate bylaws for the identification, diagnosis, examination and education of children in need of special educational services; requires local boards of education to develop plans for the provision of special education services; and provides for review and approval of such plans by the state superintendent of schools.	planning
MD	PROJECT:	A program at Dundalk Community College began in June of 1973 and was designed to serve 40 handicapped students. This program has been divided into four phases as follows: (1) identification and recruitment of the handicapped. (This phase has been completed.) (2) Corrective reading and mathematics offered as needed and a guidance program will be required of all students. (3) Student will enter an educational program or will be assisted in finding immediate employment. (4) Job assistance will be given upon completion of the program. Contact: Ruth Brown, Maryland State Department of Education, Division of Vocational Education.	handicapped vocational reading mathematics job placement community colleges
MD	PROJECT:	Special education program - hearing-impaired. Maryland has embarked upon the development of a number of preschool programs for hearing-impaired children. The programs as they are structured included some intensive instruction within the school setting, as well as parental counseling both in the home and in the school. In one of the funded preschool projects we are working with children and parents shortly after birth. It is expected that the present number of six projects will increase during 1974 to nine projects. Contact: Stanley Mopsik, Coordinator, Office of Special Education, Maryland State Department of Education.	early childhood hearing-impaired
MD	PROJECT:	The division of instructional television has developed a 16-lesson television series entitled "Teaching Children with Special Needs" which focuses upon the regular classroom teacher working with children with special needs. The tapes deal with teacher attitudes, observations of behavior, children's learning styles, oral receptive and expressive language, reading, mathematical problems, and	television

MD PROJECT:	(Continued) the referral process. The series has been offered in 1973 and continues to be offered in the spring of 1974. Contact: Stanley Mopsik, Coordinator, Office of Special Education, Maryland State Department of Education.	
MD PROJECT:	Greenwood Child Center project. Baltimore County, Maryland, has developed an intensified program to deal with those severely emotionally disturbed children who have in the past been provided educational program services in residential nonpublic facilities. In the past, local education agencies have not programmed for these severely disturbed children. The program focuses upon developing coping skills within the children so that they are able to deal with their environment and eventually be dealing effectively with the regular education classroom. During 1974, this project will be replicated in two additional Maryland counties. Contact: Stanley Mopsik, Coordinator, Office of Special Education, Maryland State Department of Education.	emotionally disturbed
MD PROJECT:	1973 marked the third year of Maryland's innovative continuum of special education services. The intent of the project is to provide for the maintenance of children with mild to moderate handicaps in the mainstream of education, rather than in segregated self-contained classes. The programs also encourage increased articulation between professional personnel in the regular and special education programs. It further focuses educational programming directed toward individual learning strengths rather than a categorical label by handicap. The continuum also provides a financial incentive to local school systems to increase the variety of programs and services for handicapped children. During the 1974 school year the continuum will be in operation in 31 elementary schools representative of 15 out of 24 Maryland counties. Contact: Stanley Mopsik, Coordinator, Office of Special Education, Maryland State Department of Education.	handicapped
MD PROJECT:	The Maryland Data System for the Handicapped (DSH) incorporates six Maryland state agencies in an effort to plan and provide coordinated services through the collection of pertinent information. The data system is used at the local level to identify the handicapped population, ages 0-21. During the past year the data system has been adapted to statewide implementation. Contact: Stanley Mopsik, Coordinator, Office of Special Education, Maryland State Department of Education.	handicapped information system

SPECIAL PROGRAMS

			The Exceptional Child
MD	PROJECT:	Deaf-blind centers. The Maryland State Department of Education has received a grant to develop programming for deaf-blind children statewide. The program will begin with a small nucleus at the Maryland School for the Blind, and during 1973-74 will incorporate satellite programs at Rosewood State Hospital, Great Oaks Center, and Baltimore city hospitals. Previous to the inception of the project, deaf-blind children were either excluded from school or provided with a nonpublic education outside of Maryland. Contact: Stanley Mopsik, Coordinator, Office of Special Education, Maryland State Department of Education.	deaf blind
MD	STUDY:	The parent/interest advisory group's function is to examine a broad spectrum of services and needs for handicapped children in Maryland. Particular concern will be given to data processing systems for the handicapped. Contact: T. K. Muellen, Maryland State Department of Education.	handicapped data processing
MA	ACTIVITY:	Implementation of Chapter 766 of 1972, the special education act. This legislation is a sweeping revision of the laws relating to children with learning disabilities. Its chief aim is to provide quality education to all children, regardless of their individual needs. Contact: Joseph F. Rice, Associate Commissioner, Division of Special Education, State Department of Education.	quality education
MN	Ch. 757	ENACTED. Establishes a commission for the handicapped which shall consist of 30 members appointed by the governor. Handicapped are defined as anyone who has a substantial physical, mental or emotional disability or dysfunction and who requires special services in order to enjoy the benefits of our society. The commission shall carry out the duties and responsibilities formerly entrusted to the governor's commission on employment of handicapped and the Minnesota advisory board on gifted, handicapped and exceptional children.	handicapped
MN	ACTIVITY:	The most significant achievement during the 1971-73 biennium in the area of special education was the implementation of the legislation passed by the 1971 session mandating that school districts provide instruction and services for school age trainable mentally retarded children. This legislation became effective July 1, 1972. As a result more than 2,000 trainable mentally retarded children were included in public school programs during the 1972-73 school year. Progress has been made in organizing special education cooperatives among school districts, in vocational-technical education for the disadvantaged, through Title I projects for the educationally disadvantaged, with assistance to school districts with high enrollments of the socially disadvantaged. Contact: State Department of Education.	mentally retarded vocational disadvantaged

SPECIAL PROGRAMS

		The Exceptional Child
MN ACTIVITY:	Program for deaf students at St. Paul Vocational-Technical Institute. Deaf students are given a preparatory program for one quarter that helps them adjust to the school and to living on their own. They then begin a regular training program and are aided by services in interpreting, counseling, note-taking, auditory training, speech therapy and tutoring. An institute to train interpreters was conducted during the summer. One completely packaged individualized program has been prepared. The program's ability to train students for various occupations is evident in the graduates' employment rate, which stays consistently over 95 per cent. Contact: Robert P. Van Tries, Assistant Commissioner, Vocational-Technical Education, State Department of Education.	deaf vocational interpretors training
MS HB 74	ENACTED. Provides for a procedure for establishing classes for exceptional children and for related purposes. In any school district where interested persons, agencies or parents of five or more of any one type of exceptional child, or type which may be taught together, petition the board of trustees or governing board of the district for a special class or classes, the school authority shall request within 30 days the state department of education to cooperate in securing a screening team to diagnose and evaluate the exceptional children referred. Two or more school districts may join together and contract to establish a special class.	classes
MS SB 2031	ENACTED. Increases assistance to exceptional children.	finance
MO HB 77	ENACTED. Repeals section 8.600 relating to building standards to obviate hazards to physically handicapped individuals and replaces it with detailed building standards for public buildings. The bill applies to schools and other public buildings.	handicapped physically facilities
MO HB 474	ENACTED. Missouri Handicapped Children's Act of 1973. Further amends sections 1-78 and sections A and B and adding in lieu thereof 71 new sections and A and B. The act: (1) redefines the policy of the state to assure appropriate educational services for all handicapped children and youth regardless of the degree of handicap. (2) Includes gifted children in the current definition of exceptional children. (3) Requires local districts to take a census of all handicapped persons under 21 years of age annually. (4) Assures diagnostic and evaluation services prior to placement. (5) Requires local districts to provide appropriate programs or to contract for them if not a part of a special school district. (6) Authorizes the state department of education to arrange contracts if districts fail to do so. (7) Provides that districts may provide	handicapped gifted early childhood transportation nonpublic finance

SPECIAL PROGRAMS

The Exceptional Child

MO HB 474	(Continued) programs for preschool handicapped children. (8) Provides that districts shall transport handicapped children regardless of distance if necessary to minimize the hazards. (9) Expands the services of state operated schools to other severely handicapped children. (10) Authorizes the state board of education to contract with private, nonprofit, nonsectarian organizations for educational services where such services are not available or feasible in a public school or agency. (11) Allows contiguous school districts not in whole counties to submit a proposition to create a special district if first approved by the state board of education. (12) Provides for administrative and judicial review of assignments of children to special education programs. (13) Increases state aid for some categories of programs and provides for uniform rates ($7,000 for each approved class of handicapped children). (14) Provides state support for teacher aides for severely handicapped children. (15) Provides support for approved projects for classes of gifted and talented children. (16) Provides additional transportation aid for handicapped children attending more than one school and for excessive costs of special vehicles and personnel. (17) Provides state aid for preschool programs for handicapped children at present level of kindergarten support and half the categorical support. (18) Provides state aid to local districts for taking the annual census of handicapped children.	
MO PROJECT:	Early-expanded education for auditorially impaired in special school district, St. Louis County. The main goals of the program are to provide early preschool expanded education for auditorially impaired children; integration of auditorially impaired children with normal hearing children; and intensive work with parents of auditorially impaired children, ages 0-5. The program will begin as soon after diagnosis as possible, and continue to the point of readiness for entry into currently operating special classes, ages 5-50, or regular classes in their neighborhood served by hearing clinicians. The staff has had numerous inservice training meetings and has attended over a dozen workshops on preschool education. Title III, ESEA. Project Director: Robert Huskey, 12110 Clayton Road, Town and Country, Mo. 63131.	hearing-impaired early childhood adult education teachers training
MO PROJECT:	Model for children's learning center in Affton Public Schools. A center for learning disabled children has been established in each of the four elementary schools in the district. The model used provides a unique innovative method whereby the needs of the underachiever with learning difficulties can be met without encountering the usual student/parent fears and resistance which accompany the assignment of a child to a "special education room." An	learning-disabled nonpublic

MO	PROJECT:	(Continued) attempt has been made to offer these special services during the regular school year to nonpublic school students as well. Children are tested for language functioning, academic functioning, perceptual functioning and in related areas as necessary to insure adequate programming and identification. Learning center activities include the utilization of materials and methods appropriate to each child and his learning difficulties, and individualized instruction. Title III, ESEA. Project Director: Paul A. Onkle, 8701 Mackenzie Road, St. Louis, Mo. 63123.	
MO	PROJECT:	Child study center in Sikeston Public Schools. The child study center is engaged in the diagnosis and remediation of those children who fall into the category of special learning disabilities as defined by the National Advisory Committee on Handicapped Children in 1968. The center utilizes a staff composed of an educational psychologist, speech pathologist, reading diagnostician, pediatrician, nurse and counselor. Remedial personnel trained by the child study center staff, in addition to the classroom teacher, work with the child to remediate his specific learning disability. Title III, ESEA. Project Director: Wade Bedwell, Lee Hunter Elementary, Baker Lane, Sikeston, Mo. 63801.	learning-disabled
MO	STUDY:	Feasibility study to determine the effectiveness of learning disability screening methods. Need: Many students fail to perform as expected in the early elementary grades due to specific learning disabilities which go undetected. Early detection would enable schools to provide remedial programs which would enable many youth to function effectively in learning situations without experiencing extended frustration resulting from inappropriate methods of instruction for specific children. The sooner these problems are detected, the less the time required to develop the necessary skills or to adjust the instructional program so the student does not mark time, getting further behind his classmates and experiencing increasing frustration. Purpose: To study the predictive validity of various methods of screening for early identification of children with learning disabilities. This study would compare teacher ratings, commonly used readiness tests, the Automated Graphogestalt Test, visual and auditory screening devices, and an auditory perception test in terms of prediction of reading success as measured by a reading achievement test administered at the conclusion of the study period.	learning-disabled

MO	STUDY:	(Continued) Methodology: The screening instruments will be administered only in schools that volunteer to participate in this study. The final sample will include schools that presently administer commonly used reading readiness tests and selection will be made to provide an approximate number of 200 students for each readiness test. It is anticipated that the total number would be about 1000 students. All students would be administered the remaining screening devices from the 5th to 7th week of the school year. An analysis of the data will be made during the summer of 1974 and the results will be disseminated to the schools in the state. Contact: Charles Blackman, State Department of Education.	
MT	STUDY:	Special education for the handicapped, by Karen Hedblom under the direction of an interim committee on education that was made up of four house members and four senate members. Primarily concerns accountability of funds for special education. The legislative proposal to be introduced to implement the study recommendations entirely revamps the system of funding in the state. Contact: Karen Hedblom, Legislative Council, Montana State Legislature, Helena, Mt.	finance
NB	LB 102	ENACTED. Establishes a program for multi-handicapped children if there are no existing suitable services and facilities. Program administered by University Medical Center, for diagnosis and evaluation of medical and educational needs. Children may attend any school in the United States selected by state board to meet medical and educational needs with cost paid by state, less what parents can pay within their ability.	handicapped multiply finance
NB	LB 336	ENACTED. Revises procedure for meeting costs of education of handicapped child.	handicapped finance
NB	LB 403	ENACTED. Provides for identification of pupils needing special education. School district must provide special education or contract for it with another education unit. Excess costs above normal per pupil costs to be paid by the state.	finance
NB	PROJECT:	Project Success for the specific language disability child in Wayne. General goal is the prevention of education failure for such children in grades 1-4. Program is based upon new assumptions about how this child can best learn to handle language in order to cope successfully with academic demands. Three major components are language arts, motor perception and curriculum modification. In the project, classroom teachers are taught by the trained language therapists, first observing, then team teaching, and finally assuming the leadership role. Title III, ESEA. Project Director: Richard Metteer, West Elementary School, Wayne, Neb. 68787.	language disabilities teachers training

SPECIAL PROGRAMS

			The Exceptional Child
NV	SB 211	ENACTED. Limits availability of educational and other benefits to visually and aurally handicapped persons over 21.	sight-impaired hearing-impaired
NV	SB 245	ENACTED. Provides for planning and implementation of programs to assure free public education for all handicapped children of this state.	handicapped
NH	HB 255 RSA 186:11 RSA 189: 11-b	ENACTED. Provides for mandatory employment in each school district of a learning disability teacher.	learning-disabled teachers employment
NH	HB 394 RSA 186-A	ENACTED. Relative to providing education for handicapped children.	handicapped
NH	HB 796 RSA 193:3	ENACTED. Relative to excusing school attendance for handicapped children.	handicapped attendance
NH	SB 76 RSA 186-A: 8	ENACTED. Relative to tuition payments for handicapped children and making an appropriation therefor.	handicapped tuition
NJ	S 180 Ch. 149	ENACTED. Provides for a $25,000,000 bond issue for facilities for the education of severely handicapped children.	handicapped facilities finance
NJ	S 315 Ch. 3	ENACTED. Requires the board of education of a district having handicapped children to distribute to the parents of handicapped children, at a reasonable fee, copies of Title 18A, Chapter 46, concerning classes and facilities for handicapped children; inoperative until July 1, next following enactment.	handicapped accountability
NJ	S 1111 Ch. 4	ENACTED. A measure which removes restrictions on sending handicapped children to private schools operating for profit. Previously state aid was available for children attending public or nonprofit schools. Children may be sent to any certified school run on a profit basis if the tuition does not exceed the maximum cost of the same special kind of education in public schools. Maximum aid varies with the nature of the handicapped and the type of education offered.	handicapped nonpublic finance
NJ	ACTIVITY:	Education for parenthood program (child development and guidance courses) includes a child development learning laboratory which houses hearing preschool children. Contact: Mary Pieslak, Principal, Girls Vocational, Marie Katzenback School for the Deaf, Sullivan Way, Trenton, N.J. 08625.	deaf child development vocational
NJ	ACTIVITY:	Community-based consumer education includes an interdisciplinary approach. Students visit local business and industry in the community to acquire information and try-out consumer experiences. Contact: Mary Pieslak, Principal, Girls Vocational, Marie Katzenback School for the Deaf, Sullivan Way, Trenton, N.J.	deaf consumer education

SPECIAL PROGRAMS

		The Exceptional Child
NJ ACTIVITY:	Ornamental horticulture for the handicapped (deaf). Contact: James Carrick, Marie Katzenback School for the Deaf, Sullivan Way, Trenton, N.J. 08625.	deaf vocational horticulture
NJ PROJECT:	Planning and implementation of $25 million bonding authority for severely handicapped facilities. Implementation of the voter-approved bonding referendum. The organization, planning and implementation of commitment to recommend facilities for severely handicapped. Passage of companion legislation for operational funds will be necessary to implement the program. Contact: Daniel Ringelheim, Halko Drive, Cedar Knolls, N.J.	handicapped facilities
NJ PROJECT:	Integrated alternatives to special education. Learning centers as alternatives to special education classes; individualized and group learning; differentiated staffing; integration of special education into the regular school program. Nationally validated by OPD/USOE. Director: John J. McCool. Contact: Robert Ward, State Director of Educational Development, State Department of Education.	learning centers
NJ PROJECT:	Project WISH. The proposed New Jersey information system on the handicapped represents a project designed to resolve the information dilemma. Its specific intent is to develop and implement a statewide universal data base and information retrieval system through the cooperation of all related agencies providing services to handicapped children. Contact: Arthur Rainear, Educational Improvement Center, Box 426, Pitman, N.J.	handicapped information systems
NJ PROJECT:	Project ACTIVE (Inservice Program for Physical Education/Recreation Teachers of the Handicapped). Project ACTIVE has been accorded high priority by the federal authorities and the New Jersey State Department of Education because it focuses on meeting an existent teacher need: providing preservice and inservice training programs for physical education/recreation teachers who are in the process of, or desirous of, establishing individualized programs for all handicapped children. Contact: Thomas Vodola, Ocean Twp. School District, Dow Ave., Oakhurst, N.J.	handicapped physical education teachers training
NJ PROJECT:	Project APPLE (Adjunct Programs for Prescriptive Learning and Enrichment). Project APPLE provides the system of communication between the teachers and the computer. By using the Project APPLE teletype stations now serving the state, regular classroom teachers, supplemental teachers and special education teachers working with neurologically impaired or perceptually impaired children have the services of the computer to help them through the preplanning stages of new unit development or unit revision. Contact: James Gifford, Halko Drive, Cedar Knolls, N.J.	prescriptive computers handicapped neurologically perceptually

SPECIAL PROGRAMS

		The Exceptional Child
NJ PROJECT:	Prescriptive Teaching Workshop (New Providence). Mainstreaming of special education students; cooperative efforts of classroom and workshop teachers; individualized instruction. Validated by OPD/USOE. Director: Joseph Romanko. Contact: Robert Ward, State Director of Educational Development, State Department of Education.	prescriptive teachers training
NJ PROJECT:	SEIMC (Special Education Instructional Materials Centers). The New Jersey Special Education Instructional Materials Centers are part of a national network. The goal of these centers is to strengthen the quality of education and training for handicapped children and youth. The Special Education Instructional Materials Centers have been developed as a means for achieving this goal by providing materials and training for personnel concerned with handicapped children and youth. The centers acquire, store, retrieve and disseminate instructional media for those in the helping professions who work with handicapped children. Educators may borrow materials and media of all types in specific areas of curriculum such as early childhood education. In cooperation with the Media Center for the Deaf at the University of Massachusetts, teachers of the deaf may borrow materials specifically designed for deaf children. The centers also offer a limited amount of research assistance. Workshops and inservice programs are conducted by the centers, in local school districts, and in cooperation with other educational agencies. Contact: Nicholas Maldari, Branch of Special Education and Pupil Personnel Services, State Department of Education.	handicapped early childhood deaf personnel training instructional materials center
NJ PROJECT:	Project CHILD. A regional model demonstration program for the handicapped, coordinated by the Educational Improvement Center, aims at the identification of handicapping conditions in preschool age children. The survey is conducted through a questionnaire completed by parents whereby potentially handicapped children are identified. The data obtained enables schools to plan for facilities, teachers and programs. Utilizing federal and state funds, all 21 counties of the state will have participated in the survey by June 1974. Contact: Paul Winkler, Educational Improvement Center, Box 426, Pitman, N.J.	handicapped early childhood
NJ PROJECT:	The branch of special education and pupil personnel services is developing a position to conform with the constitutional mandate of thorough and efficient. The new position will conform to legal mandates, field philosophy and model legislation requirements. Elements include mandated early childhood education, continuum of education services, required planning by local school districts, "no reject system"--all handicapped required to have an education--no exclusionary category, etc. Contact: Daniel Ringelheim, Branch of Special Education and Pupil Personnel Services, State Department of Education.	handicapped early childhood

SPECIAL PROGRAMS

The Exceptional Child

NM STUDY:	Special education incidence study. One of the most significant study activities conducted this past year by the state department of education was a special education incidence study. The study was the first of its kind ever attempted in the nation and has provided educational planners in this state with data upon which to base planning, funding and program in special education areas. The study was conducted through use of a verified random sampling system in which a total of 718 or .257 per cent of New Mexico's school children were evaluated. Evaluations were conducted by fully qualified diagnosticians and included instruments in areas of speech, hearing, vision, language and mental ability. Other factors including health histories also were considered. In certain prescribed cases, follow-up evaluations were conducted so that suspected exceptionalities could be pinpointed. From the study, reasonably accurate determinations were made of the incidence in New Mexico of school children with exceptionalities in eight categories, including the blind and visually handicapped, the hearing handicapped or deaf, the speech impaired, the physically handicapped, the learning disabled, the educable mentally handicapped, the trainable mentally handicapped and the gifted. Because of logistical and other constraints, no efforts were made to determine the incidence of emotionally handicapped or multihandicapped children. It was determined through the study that 25.47 per cent of New Mexico's school aged children are in need of some form of specialized education. The state department of education currently is in the process of analyzing results of the incidence study to determine areas of need, the kind of need and the degree of need. Future requests for funding and future developments of program, facilities, teacher training programs and materials will be based on analyses of these data. Contact: Elie Gutierrez, Director, Special Education, State Department of Education.	handicapped blind deaf speech physically learning-disabled mentally gifted
NY S 1560-C Ch. 936	ENACTED. Provides for tests designed to detect the presence of handicaps which would impede the learning process shall be administered to all children. The commissioner must direct all districts and boards of cooperative services to inform him in writing by Jan. 1, 1974, to what extent tests designed to detect the presence of handicaps which would impede the learning process are being administered.	handicapped testing

SPECIAL PROGRAMS

			The Exceptional Child
NY	S 4387-A Ch. 871	ENACTED. Services for retarded children: amends 4406, education law. School districts with eight or more mentally retarded children are authorized to establish special classes for such children, ages 3-21.	retarded early childhood
NY	S 6547 Ch. 438	ENACTED. Appropriates the sum of $100,000 for initial establishment of an experimental pilot program of instruction for children with learning disabilities at the DeVeaux School.	learning-disabled finance
NY	PROJECT:	A comprehensive physical education program for the severely physically handicapped. Individualized physical education programs and hand scheduling to insure 100 per cent participation are provided for students enrolled in special education orthopedic segment of school's program in grades 7-12. Program includes swimming, recreation and driver education. An ESEA Title III program originally, now operating on local funds. Contact: Nicholas Zona, Director, Health, Physical Education, Athletics, City School District, 13 Fitzhugh St. S., Rochester, N.Y. 14614.	handicapped physically physical education
NY	PROJECT:	Social and economic adjustment of retarded children. A preschool center for mentally retarded children ages 3-6, a summer camp for about 280 children ages 7-17 and occupational curriculum development are the three major emphases of this program. An ESEA Title III project originally, now operating on local funding. Contact: Ann Lee Halstead, P.O. Box 113, Rouses Point, N.Y. 12979.	mentally retarded occupational early childhood
NY	PROJECT:	Center for multi-handicapped children. A centralized facility for treating and educating multiply handicapped children from all boroughs of New York City is provided for those whose needs cannot be met in existent special education classes. The center operates 12 months per year, 5 days a week. An ESEA Title III project originally, now operating on local funds. Contact: Edmund Horan, Center for Multiple Handicapped Children, 105 E. 106th St., New York, N.Y. 10029.	handicapped multiply
NY	PROJECT:	Educational-recreational summer program for emotionally handicapped children. Maintains and/or improves alternative and cognitive gains made by children who are judged to be emotionally impaired, thus preventing the usual summer regression in children with this type of impairment. Parents of these youngsters are provided with an understanding of their children's problems and techniques for coping with them. An ESEA Title III project. Contact: Alfred Gelerinter, 13 Fitzhugh St. S., Rochester, N.Y. 14614.	handicapped emotionally

SPECIAL PROGRAMS

		The Exceptional Child
NY PROJECT:	A retrieval and redirection work oriented program for terminal junior high school pupils. Provides mentally deficient children between the ages of 16-17 years, who need an alternative to the existing school system, with a vocationally oriented program, including job placement. The goal is to eventually provide the student with marketable job skills allowing him to become a productive member of society. An ESEA Title III project. Contact: Robert C. Goldsmith, 65 Court St., Brooklyn, N.Y. 11201.	mentally retarded vocational education job placement
NY PROJECT:	Project MELD (Maximizing Effective Learner Development). Provides for diagnosis of subtle learning disabilities in preschool and primary children and prescribing of corrective programs by a team of 8-10 educational specialists in cooperation with classroom teachers, guidance and administrative staffs. An ESEA Title III project. Contact: George Plummer, Rensselaer/Columbia BOCES, 1550 Schuurman Road, Castleton, N.Y. 12033.	learning-disabled diagnostic prescriptive
NY PROJECT:	The following projects provide for the diagnosis of and prescription for learning difficulties of mildly handicapped youngsters by a team of resource teachers assisted by special education teachers in order to maintain or reintegrate these students in a regular classroom setting and to prevent further referral and removal to special classes. All are funded under ESEA Title III. (1) Project Mainstream. Contact: William Garland, Yonkers City Schools, 145 Palmer Road, Yonkers, N.Y. 10701. (2) Diagnostic-Prescriptive Support Services for Children with Handicapping Conditions. Contact: Kevin Colpoys, 555 Warren Road, Ithaca, N.Y. 14850. (3) Coordinated Support System for the Handicapped. Contact: Dominick Tammetta, 62 Main St., New York Mills, N.Y. 13416. (4) Regional Diagnostic Prescriptive and Instructional Services to Children with Handicapping Conditions. Contact: Ann Lee Halstead, 146 S. Catherine St., Plattsburgh, N.Y. 12901.	handicapped diagnostic prescriptive
NY STUDY:	Construction costs for special and occupational education centers. The division of educational facilities planning has recently analyzed the construction costs of special education and occupational education centers constructed by the state. This survey analyzes fourteen projects constructed since May 1970. A median construction cost figure of $24.84 per square foot was indicated, with a minimum construction cost of $18.50 per square foot and a maximum of $45.93 per square foot. The two facilities which had the greatest square foot cost were special education facilities. Five projects were for occupational education. The remaining seven projects were primarily for occupational education, with varying amounts of provision for special education. Contact: John R. Thompson, Jr., State Education Department.	facilities occupational finance

SPECIAL PROGRAMS

			The Exceptional Child
NC	HB 549 GS 115	ENACTED. Allocates $865,000 for the fiscal year 1973-74 to create a section for the education of children with learning disabilities within the state department of public instruction. Provides for a position of supervisor of testing and classification and for programs for children with learning disabilities within the three regional centers staffed by the department of public instruction.	learning-disabled
NC	HB 1317 GS 115	ENACTED. Makes state grants of up to $2000 available "to cover the cost of tuition in a private or out of state facility" for exceptional children.	nonpublic finance tuition
NC	HB 1331 GS 115	ENACTED. Enables the department of human resources "to establish preschool satellite programs for the deaf and educationally hard-of-hearing children of the state."	deaf early childhood satellite technology
ND	HB 1090 Ch. 191	ENACTED. Amends and reenacts sections of code. Defines exceptional child as a natural person to the age of 21 who, because of mental, physical, emotional or learning characteristics, requires special education services. Includes handicapped or gifted. Defines special education as classroom, home, hospital, institutional or other instruction to meet needs of handicapped. Includes transportation and corrective and supporting services. Defines handicapped child as one who is mentally retarded, hard-of-hearing, deaf, speech-impaired, visually handicapped, emotionally disturbed, specifically learning disabled, crippled or otherwise health-impaired. Defines gifted child as a gifted and talented child identified by professional, qualified persons, who, by virtue of outstanding abilities, is capable of high performance and who requires differentiated education programs and services beyond those normally provided. Requires school districts to provide special education to handicapped children; allows district cooperation. Permits districts to provide special education to gifted children. Requires state superintendent of public instruction to enforce educational standards for all special education programs in institutions wholly or partly supported by the state which are not supervised by public school authorities. Allows contracts by school districts to accredited private nonsectarian, nonprofit corporation within or without the state for the special education of students if there are no public schools in state with necessary facilities which will accept student; curriculum of such schools must be approved in advance by superintendent of public instruction; student's residence district to be reimbursed from foundation aid program in amount equal to 60 per cent of cost. Requires school districts to prepare special education budgets to be approved by board of county commissioners; allows tax levy not over three mills for special education if approved by voters. Makes other provisions.	handicapped mentally physically emotionally learning-disabled gifted nonpublic finance

SPECIAL PROGRAMS

			The Exceptional Child
ND	HB 1350 Ch. 172	ENACTED. Provides for a special education levy in school districts. Permits school boards of districts to budget funds for special education program; permits school board, upon approval by voters, to levy a tax not over three mills on all taxable property in district for purpose of carrying out program either separately or in cooperation with other school districts. Levy to be over and above any mill levy limitations provided by law. Provides for election to discontinue mill levy, upon filing of petition signed by ten per cent of electors of school district. Makes other provisions.	finance
OH	HB 109	ENACTED (amended). Increases state support for approved special education units operated by joint vocational school districts above the level provided by previously existing law (that is, a salary allowance for each teacher plus 15 per cent of the salary allowance for retirement benefits). Provides a payment of $4,000 for each teacher in an approved classroom operated for deaf, blind, emotionally disturbed, cripple, neurologically handicapped, educable mentally retarded and speech handicapped pupils.	regional vocational finance
OH	HB 160	ENACTED (amended). Permits the state board of education to authorize school boards to provide special education classes and supportive services for children younger than the statutory age limits for such instruction, and to provide other programs for handicapped persons.	early childhood
OK	SB 250	ENACTED. Provides that a school district may satisfy requirement to provide special education for all handicapped exceptional children residing in the district by joining with a private or public institution within the district to provide special education for deaf children or for blind or partially-sighted children.	handicapped blind deaf [illegible]public
OK	PROJECT:	Southwest Oklahoma Area Service Center. A cooperative program of 28 schools with emphasis on learning disabilities. Contact: Joe White, Superintendent, Elk City Public Schools, Elk City, Okla. 73644.	learning-disabled regional
OR	HB 2444	ENACTED. Requires schools to provide education for certain children who are unable to attend school unless such children are receiving instruction in state or regional facility of institution. Repeals provisions that retarded children may be excluded from public schools. Requires that school districts consult with parents and staff of agencies and organizations before handicapped children are placed in special education programs. Requires district school boards to conduct surveys of educational and other needs of children not in school and report results to department of education on or before July 1, 1974.	handicapped mentally retarded

SPECIAL PROGRAMS

The Exceptional Child

OR	PROJECT:	Speech and hearing mobile clinic. Provides through a mobile facility, a speech correction program for students in schools not now receiving this service. It includes the use of video tape to allow diagnosis and prescription by experts at the University of Oregon medical school and similar clinics. Provides inservice for regular classroom teachers to share in corrective programs. Project is also developing and testing unique speech correction packages. Contact: Alan Olsen, Marion County IED, 681 Center St., Salem, Ore.	impaired speech hearing teachers training
OR	PROJECT:	Early elimination of learning disabilities. The focus is to develop and demonstrate a preschool program to identify and treat children who are lacking in social and intellectual skills in order to enable them to progress satisfactorily upon entering the first grade. Contact: William Brewster, 451 N. 2nd St., Central Point, Ore. 97501.	early childhood
OR	STUDY:	Special education programs. Contact: Interim Committee on Education, c/o Bean McFadden, State Capitol Building.	exceptional
PA	HB 1020 Act 273	ENACTED. Provides for increased reimbursement for tuition and maintenance of children who are blind, deaf, or afflicted with cerebral palsy and/or brain damage and/or muscular dystrophy. 1972.	blind deaf cerebral palsy brain-damaged muscular dystrophy tuition finance
PA	SB 1669 Act 373	ENACTED. Provides an estimated $41 million dollars to over 300 school districts and is to be paid out in federal revenue sharing funds. The bill will place reimbursement for special education on a current basis resulting in many districts receiving additional money with no strings attached and thus available for any use. 1972.	finance
RI	SB 800	ENACTED. A resolution asking Brown University to provide tuition-free courses in a special program for gifted needy public and nonpublic secondary school students.	gifted nonpublic
SC	PROJECT:	Middle school adjustment project has established two classes for 32 emotionally handicapped students in grades 6-8 at Olympia and W. A. Perry middle schools. Operated as modified resource rooms, one class is a highly-structured model using a modified token economy system, while the other emphasizes behavior modification. The project aims are reducing threat of suspension, modifying unacceptable classroom behavior, improving academic achievement through individualized instruction and improving relationships of these pupils with other students and adults. The ultimate goal is to return these students to their regular classrooms. Director: Barbara Bradford, 1616 Richland St., Columbia, S.C. 29201.	handicapped emotionally

SPECIAL PROGRAMS

The Exceptional Child

SC PROJECT: Mainstreaming 300 emotionally disturbed children and pupils with learning disabilities into the regular classroom is the target of this program in the seven school districts of Spartanburg County. As the name implies, this project should result in decreased isolation of these pupils in special education classrooms, reduced problem behavior among the emotionally disturbed and increased learning rates among the learning disabled. To achieve these goals, seven consultants work in elementary schools to train teachers and provide consultation on children with these handicaps. They also provide crisis intervention services, generate diagnostic/prescriptive programs and assist small groups of children through resource and remediation activities. Director: John H. Tillotson, P. O. Box 970, Spartanburg, S.C. 29301.

emotionally disturbed
teachers
training
diagnostic
prescriptive

SC PROJECT: Primary education for hearing handicapped takes place at Springdale Elementary School in Cayce. Nine youngsters from five to twelve attend the district class at grade levels ranging from K-4. Speech and lip-reading instruction, complemented by "cued speech" (hand positions), are used not only by the trained teacher but also in other classrooms as the children are able to move back into the mainstream. Parents are encouraged to use "cued speech" at home with the whole family. Individual speech and auditory training is given twice weekly by University of South Carolina graduate students majoring in speech pathology. Although children wear their own hearing aids, amplification is provided by wireless FM equipment. Math and reading are individualized, stressing language and vocabulary in which hearing-impaired children have "developmental lag." Main goal of the program is to enable each pupil to compete successfully with his classmates in his regular classroom. Director: Nancy L. Vosburgh, 617 Indigo Ave., Cayce, S.C. 29033.

hearing-impaired
math
reading

SC PROJECT: Meeting needs of handicapped children in four Lancaster County schools serves 52 children with learning problems. Two teachers make an in-depth assessment of the educational and psychological problems of each child, upon which an individualized diagnostic/prescriptive learning program is based. The two teachers work closely with the district school nurse, speech therapists and the psychologist in assisting students at Heath Springs and Kershaw elementary schools, North Junior High and South Junior High. Director: Thomas B. Clyburn III, P.O. Drawer 130, Lancaster, S.C. 29720.

learning-disabled
diagnostic
prescriptive

SPECIAL PROGRAMS

		The Exceptional Child
SC PROJECT:	Adolescent Headstart at Spartanburg District #3 serves 26 students in grades 7-8 who were psychologically evaluated as being educable retarded. They come to a resource room for one daily period in groups of 6-8 for special instruction in basic reading, language arts and mathematics by a teacher and an aide. Needs of each student are diagnosed and appropriate learning activities prescribed. The students return to their junior high school classrooms for the remainder of the day. Director: Roy M. Fowler, Spartanburg District #3, Glendale, S.C. 29346.	retarded reading language arts mathematics
SC PROJECT:	Developmental program for trainable children in Marlboro County provides three special education teachers with aides in three self-contained classrooms, each enrolling 10 children 6-18 years old. They will train 30 retarded children to develop their coordination, social skills, self-concept, communication, motor skills, visual motor perception and fundamental reasoning ability. The goal is to increase these children's self-help abilities significantly as measured by the Vineland Social Maturity Scale. Director: B. L. Fowler, P.O. Box 947, Bennettsville, S.C. 29152.	retarded
SC PROJECT:	Consortium for trainable children serves 60 mentally-handicapped children in six districts comprising the Lake Greenwood Project. This program trains teachers and aides five days before school opens and monthly during the school year. Learning activities are based on the Trainable Mentally Handicapped Performance Profile and the Learning Accomplishment Profile, accompanied by diverse equipment and supplies. Within the various classes there is a wide range of abilities among the children, with some multiple-handicapped youngsters requiring special attention. Superintendents of Clinton, Laurens, Saluda, Ware Shoals, Newberry and Ninety Six districts meet monthly to maintain motivation and teacher training. Director: W. H. Hoole, Route 3, Ninety Six, S.C. 29666.	handicapped multiply mentally teachers aides training
SC PROJECT:	Education evaluation center in Anderson District #5 serves 120 students with learning disabilities. They receive individual attention from a team composed of two diagnostic/prescriptive teachers, two resource room teachers, an educational evaluator and two aides. The project goal is to increase mean visual skill abilities of students by an average of five months, as measured by the Illinois Test of Psycholinguistic-Abilities, between pretest and posttest. Directors: Rebecca Chamblee, Beatrice Thompson, P.O. Drawer 439, Anderson, S.C. 29621.	learning-disabled diagnostic evaluation

SPECIAL PROGRAMS

		The Exceptional Child
SC PROJECT:	Engineered classroom for emotionally disturbed students in Anderson District #2 (Honea Path) is modeled after the Hewett "engineered classroom." Based on behavior modification techniques, it also utilizes a unique developmental sequence of seven goals dealing with human relationships at school, at home and in other experiences which become an inherent part of responses to daily life situations. The project encourages full cooperation of parents to become involved in their children's education. Director: Marvin Woodson, Jr., Box R, Honea Path, S.C. 29654.	emotionally disturbed
SC PROJECT:	Providing for emotionally handicapped children in Anderson District #1 serves 28 children at Palmetto Middle School, Williamston. After their apparent behavior is screened by their teacher, principal and guidance counselor, the 5-8 graders are selected by a committee composed of these school personnel with a psychologist. The children come to a resource room daily for 1-2 hours of individualized instruction in reading, language arts, spelling and mathematics. They are dismissed from the class when the study team recommends it. The class is confined to 6-7 children at the same time. Director: David M. Adams, P.O. Box 98, Williamston, S.C. 29697.	handicapped emotionally individualized instruction reading language arts spelling mathematics
SC PROJECT:	Behavioral intervention program in Greenville County is designed to serve 30 emotionally handicapped children at League Middle School. The students receive remedial instruction, taught sequentially on an individual basis, for 1-2 periods daily. Techniques of behavior modification are applied, using reinforcers to increase occurrence of appropriate academic and social behavior. Scheduling for this model in a middle school and essential involvement of parents and classroom teachers are being studied in the program. Director: Robert J. Vermillion, League Middle School, Greenville, S.C. 29606.	handicapped emotionally middle school
SC PROJECT:	Unmet needs of Saluda handicapped students are being tackled by a two-pronged program. Two "engineered classrooms" at Saluda High School and Riverside Middle School accommodate 90 educable mentally handicapped students who have emotional problems. Students are rotated into this highly-structured program every three months to help them fit into the normal school classroom. The Saluda project also serves 15 children with hearing handicaps by an itinerant teacher specially trained in this field. The program enables the teachers of the handicapped to work closely with regular classroom teachers. Director: W. H. Hoole, Route 3, Ninety Six, S.C. 29666.	handicapped mentally hearing-impaired itinerant teachers

SPECIAL PROGRAMS

		The Exceptional Child
SC PROJECT:	Unmet needs of Laurens handicapped children are being handled with new programs for 170 students with emotional handicaps, 28 with physical handicaps and 40 with hearing impairments. Six crisis rooms with diagnostic/prescriptive approaches to learning have been initiated for pupils with emotional problems at four elementary schools and Laurens High School. The teacher for the orthopedically-handicapped is crippled from cerebral palsy which enables him to draw from his own experience in living with a handicapping condition relevant to his student's problems. An itinerant teacher for the hard-of-hearing and deaf works with individual pupils at all schools. Director: W. H. Hoole, Route 3, Ninety Six, S.C. 29666.	handicapped physically hearing-impaired itinerant teachers diagnostic prescriptive
SC PROJECT:	Program planning for gifted children in Spartanburg District #7 starts with a steering committee and eight task force groups comprising school administrators, teachers, parents, students, board members, community leaders and college faculty members. These groups are producing an organizational pattern for program implementation, packages for talent identification and awareness training, guidelines for parental involvement, and criteria for teachers involved. They are also developing a definition of the gifted and talented, a sequence of suggested K-12 curriculum content for these students, and a catalogue of community resources. The project will serve students in all district public schools and one parochial school, St. Paul the Apostle. Director: Robert H. Campbell, P.O. Box 970, Spartanburg, S.C. 29301.	gifted parent involvement curriculum nonpublic
SC PROJECT:	The interchange room at Campobello-Gramling School accommodates 44 children with behavior disorders and learning disabilities for short-term services. Classroom teachers rotate weekly to work with the interchange room teacher on diagnosis and remediation, utilizing new materials and behavior therapy techniques for each child. The project provides immediate attention for these mildly-handicapped children with the goal of returning them to their regular classrooms as soon as possible. Director: Jimmy Littlefield, P.O. Box 218, Campobello, S.C. 29322.	behavior disorders learning-disabled
SC PROJECT:	Curriculum development for gifted and talented in Richland District #2 involves establishing basic criteria for selecting exceptional students, surveying their needs, developing programs to meet these needs, determining costs and training professionals. Committees of administrators, teachers, parents and students are assigned to specific planning activities under the supervision of a districtwide steering committee. The project involves securing consultants, studying materials, visiting exemplary programs, training and initiating pilot programs. Director: Herbert B. Tyler, 6831 Brookfield Road, Columbia, S.C. 29206.	gifted

SPECIAL PROGRAMS

			The Exceptional Child
SC	PROJECT:	New opportunities for gifted children in Kershaw County involves teachers, school administrators, community leaders and students in developing comprehensive services to gifted students in grades K-12. First steps are to establish a county planning council and initiate a pilot program to gain experience for identifying the gifted, provide opportunities for their placement and utilize community resources as well as specially-selected teachers to develop student talents. The council will develop a written plan to identify and assist students talented in creative, kinesthetic, academic and psychosocial areas and establish priorities for recommended programs. Director: Mary B. DuVal, DuBose Court, Camden, S.C. 29020.	gifted
SD	HB 694	ENACTED. Appropriates $20,000 to reimburse out-of-state schools for reserving positions for handicapped students from South Dakota.	handicapped tuition finance
SD	SB 18	ENACTED. South Dakota Developmental Disabilities Community Services Act. An act to provide needed community services and facilities for the developmentally disabled within South Dakota and making appropriations of $337,000 for the fiscal year ending June 30, 1974.	disabled developmentally finance
TN	PROJECT:	A program for 50 secondary deaf students enrolled at the Tennessee School for the Deaf conducted at the Knoxville Area Vocational-Technical School. Of those completing training, 92 per cent were placed on jobs or in advanced vocational education programs. Contact: Delbert Kitts, Superintendent, Knoxville AVTS, 1100 Liberty St., Knoxville, Tenn. 37919.	deaf vocational job placement
TN	PROJECT:	Handicapped activities. Handicapped secondary age students are assembled at one of 14 specially planned training centers. Students are assessed and trained through the following steps: orientation, skill training, on-the-job cooperative training and job placement under the supervision of a placement counselor. Contact: E. B. Hudgens, Coordinator, Program Services, Tennessee Division of Vocational Education, 205 Cordell Hull Building, Nashville, Tenn. 37219.	handicapped vocational job placement
TX	HB 367	ENACTED. Includes autistic children within the definition of "exceptional children."	autistic
TX	HB 1444	ENACTED. Federal funds for textbooks for blind and visually handicapped.	blind textbooks finance
TX	HSR 99	ADOPTED. Creates an 11-member special interim committee to study the educational needs of gifted children. Six members are to be appointed by the governor.	gifted

SPECIAL PROGRAMS

			The Exceptional Child
TX	HSR 245	ADOPTED. Creates a special interim committee to study the education needs of both deaf children and visually handicapped children. A report is to be made prior to Sept. 1, 1974.	deaf sight-impaired
TX	SB 162	ENACTED. Bicounty day schools for the deaf in contiguous counties whose cumulative population is between 140,000 and 335,000.	deaf regional
TX	SB 464	ENACTED. Testing of students for placement in special education classes must be in the primary home language.	bilingual
TX	SB 613	ENACTED. To enforce state buildings standard to aid the physically handicapped.	handicapped physically facilities
TX	SB 803	ENACTED. Establishes a statewide program of special day schools for the deaf.	deaf
TX	PROJECT:	Physical education for the handicapped. Contact: Joe Street, Texas Association for Retarded children, 833 Houston St., Austin, Tex. 78756.	handicapped retarded physical education
TX	PROJECT:	Physical education for handicapped students. Contact: Venedia Watkins, Special Education EHA-B, 901 Broadway, Kilgore, Tex. 75662.	handicapped physical education
TX	PROJECT:	A demonstration for learning disabled in a high school program. Contact: Jack M. Ross, Region XII Education Service Center, P. O. Box 1249, Waco, Tex. 76703.	learning-disabled
TX	PROJECT:	Multihandicapped program. Contact: Elden B. Busby, Region XI Education Service Center, 2821 Cullen St., Ft. Worth, Tex. 78214.	handicapped multiply
TX	PROJECT:	Customized mobil learning center for the deaf-blind. Contact: Jewel Wietzel, Harlandale ISD, 902 March Ave., San Antonio, Tex. 78214.	deaf blind
TX	PROJECT:	Customized mobil learning center, special education. Contact: Hattie Mae Kerbal, Harlandale ISD, 102 Genevieve, San Antonio, Tex. 78285.	exceptional
TX	PROJECT:	Deaf-blind program. Contact: Otilia V. Vidaurri, Edgewood ISD, 5358 W. Commerce St., San Antonio, Tex. 78237.	deaf blind
TX	PROJECT:	Education program for deaf-blind students in transit. Contact: Janie Obregon, San Antonio ISD, 141 Lavaca, San Antonio, Tex. 78285.	deaf blind
TX	PROJECT:	Interagency program for multiple handicapped children and their families. Contact: James E. Kean, Lighthouse for the Blind, 3602 West Dallas, Houston, Tex. 77019.	handicapped multiply
TX	PROJECT:	Innovative program for deaf-blind children. Contact: Frank Powell, Callier Hearing and Speech Center, 1966 Inwood Road, Dallas, Tex. 75235.	deaf blind

SPECIAL PROGRAMS

			The Exceptional Child
TX	PROJECT	Deaf-blind project. Contact: Elden B. Busby, Region XI Education Service Center, 2821 Cullen St., Ft. Worth, Tex. 76107.	deaf blind
TX	STUDY:	Deaf-blind nonresident. Contact: Robert Hanson, Texas School for the Blind, 1100 W. 45th St., Austin, Tex. 78756.	deaf blind
TX	STUDY:	Special education appraisal, consultation materials. Contact: John E. Uxer, Region XIX Education Service Center, 6501-C Trowbridge, P. O. Box 10716, El Paso, Tex. 79997.	evaluation materials
UT	H 19	ENACTED. Requires provisions for handicapped in new or remodeling: the amendment proposes to extend building standards now in effect on new construction to apply also to remodeling projects supported by funds from state, county or other political subdivision. If the remodeling or alteration involves more than fifty percent of the area of the facility then the entire facility must be brought into compliance.	handicapped facilities
UT	S 200	ENACTED. State training school adventure park. Provides for the master planning and development of an adventure and learning park at the state training school. Sets restrictions on the expenditure of state funds. Provides for submittal of the master plan to the 1974 budget session of the legislature. The state building board, in cooperation with the state training school, and the division of parks and recreation are responsible for preparing the master plan.	training school facilities
VT	ACTIVITY:	The department's division of special education is entering the third phase of a comprehensive ten-year plan to provide programs of special education designed to meet the needs of atypical youngsters. Contact: Jean Garvin, Director, Special Education, State Department of Education.	exceptional
VT	PROJECT:	Learning disabilities program, accelerated achievement center. Grade level: secondary. This program provides intensive individualized instruction to high school students with severe learning disabilities. Admittance to the program is based on teacher referrals, prior testing in the elementary grades and a diagnostic test battery. Test results are evaluated by a team of specialists who prescribe an individualized intensive action program. In an effort to increase a student's academic achievement, disability problems are treated on three different levels: (1) the cause is focused on and attended to directly; (2) motivational aspects are attended to through use of high interest material, modern learning equipment and small T-group arrangement designed to make school relevant and meaningful; and (3) the specific behavior through which the learning disability manifests itself is dealt	learning-disabled individualized instruction peer tutoring

VT PROJECT:	(Continued) with (e.g. reading and/or speaking problems). Each student is given material or training at a level suitable to his particular ability, and learns at his own rate. The student assumes responsibility for carrying out his individualized program by signing contracts agreeing on specific goals and obligating himself to meet certain deadlines and responsibilities. A peer tutorial program established by the project uses student volunteers as tutors and is directed by a student. Contact: Alan Glotzer, Leland and Gray Union High School, Townshend, Vt.	
VA SB 704	ENACTED. Deletes the maximum amount of reimbursement to parents for tuition paid for handicapped children enrolled in private schools.	handicapped tuition nonpublic finance
VA PROJECT:	The comparative effects of a resource teacher model and self-contained special education class upon educable mentally retarded junior high school students in Chesapeake City. Directors: W. R. Nichols, Director of Research and Pupil Personnel Services; and Nora E. Cartledge, Supervisor of Special Education, Chesapeake City public schools.	resource teachers mentally retarded
VA PROJECT:	Teaching the learning disabled child. Eighth through 12th grade students with identifiable learning disabilities (including educable mentally retarded) study curriculum leading to high school diploma which includes academic subjects adapted to the needs of the students, vocational subjects, physical education and the arts. Program includes work-study, cooperation between schools and employers, inservice activities for instructional personnel. A Title III project. Division Superintendent: C. Bruce Chandler. Project Director: Morris W. Witten. Both at Wythe County School Board, Wytheville, Va. 24382.	learning-disabled mentally retarded vocational work-study personnel training
VA PROJECT:	Pilot Resource Approach to Intervention Strategy in Education (PRAISE). Conducted in five elementary schools to identify and provide assistance in the regular classroom for students K-3 with learning and/or behavior problems of mild to moderate degree. Planned to meet following needs: (1) identification of the mild to moderately handicapped; (2) intervention prior to the beginning of severe learning and/or behavior impairments; (3) training classroom teachers to identify potentially disabled students; (4) training classroom teachers to provide individualized instruction; and (5) implementation of behavior modification techniques in regular classrooms. A Title III project. Division Superintendent: E. E. Brickell, Virginia Beach City Public Schools, School Administration Building, P. O. Box 6038, Virginia Beach, Va. 23456. Project Director: Kurt W. Schleicher, Supervisor, Special Education, Center for Effective Learning, 233 N. Witchduck Road, Virginia Beach, Va. 23462.	learning-disabled individualized instruction teachers training

SPECIAL PROGRAMS

		The Exceptional Child
VA PROJECT:	Project Reject Zero. Designed to create successful classroom situations for children with special learning problems. Works with learning disabled, emotionally disturbed and educable mentally retarded children. Emphasis is placed on diagnosing learning problems and prescribing ways to alleviate these problems. The total child is evaluated, including his achievement, perception, psychomotor development and social acceptance. Inservice training is being used in the development of full cooperation and understanding between all professional personnel involved in the program. A Title III project. Division Superintendent: J. Leonard Mauck. Director of Federal Programs: Allen Syndall, Jr. Both at Smyth County School Board, Drawer 987, Marion, Va. 24354.	learning-disabled mentally retarded emotionally disturbed diagnostic personnel training
VA PROJECT:	Regional demonstration hearing-impaired program offers comprehensive services to hearing-impaired children. Objectives include screening and identifying pupils 2-21 with hearing problems; assisting families in medical follow-up; providing education services to hearing-impaired children needing special instruction; providing inservice training for regular classroom teachers and informing the public concerning appropriate preventive measures. A Title III project. Division Superintendent: Euell Elliot, Scott County School Board, Gate City, Va. 24251. Project Director: Kathy Hutson, 1032 Virginia Ave., Norton, Va. 24273.	hearing-impaired regional teachers training
VA PROJECT:	Diagnosing learning potential. Four diagnostic teams composed of a school psychologist and an education specialist are part of the Virginia Beach Center for Effective Learning. Referrals are accepted from within the school system, evaluations of pupils are made, and parent conferences are held. Some pupils are placed in special education programs; most are returned to the classroom with learning prescriptions stating pupil's disabilities and assets and recommending methods, techniques and materials which may be used to remediate deficient areas and build individual strengths. A Title III project reported in August 1972. Division Superintendent: E. E. Brickell, P. O. Box 6038, Princess Anne Station, Virginia Beach, Va. 23456. Project Director: Margaret Sells Emanuelson, Center for Effective Learning, 233 N. Witchduck Road, Virginia Beach, Va. 23462.	learning-disabled diagnostic
VA PROJECT:	Regional learning center. To investigate ways in which the four school divisions can provide services for emotionally handicapped students who cannot be maintained in regular classrooms and to provide educational diagnoses to enable these students to return to regular classes. Educational diagnosticians work within the four school divisions to provide prescriptions for pupils whose handicaps do not require referral to the center. Center includes three	emotionally disturbed regional diagnostic teachers training

SPECIAL PROGRAMS

The Exceptional Child

VA PROJECT:	(Continued) classes for emotionally handicapped students who need six to ten weeks of individualized programming. Inservice training for teachers and parent involvement is included. A Title III project reported in August 1972. Division Superintendent: John D. Neely, Spotsylvania County School Board, P.O. Box 138, Spotsylvania, Va. 22553. Project Director: Henry C. Irby, Regional Learning Center, Chancellor Elementary School, RFD #1, Fredericksburg, Va. 22401	
VA PROJECT:	Progress in Prince Edward County (PIPE). Implementation of a communication skills system of instruction in grades 1, 2, 3, offered as a preventive measure for retardation in reading and related communication skills which are prevalent among many academically and culturally disadvantaged students. Expansion of special education program to include primary and junior high school classes in which the educable mentally retarded are trained for responsible citizenship and economic independence. A Title III project reported in August 1972. Division Superintendent: James Meade Anderson, Jr., P. O. Box 427, Farmville, Va. 23901. Project Director: Ellen R. Bigger, Rt. #3, Box 388, Farmville, Va. 23901.	disadvantaged mentally retarded reading
VA PROJECT:	Programming resources and organizing varied individualized departures for the exceptional student. Designed to implement innovative learning experiences to meet the attainable goals for the exceptional child at both ends of the ability spectrum in a small school division with limited resources. Basic objective is to provide for the exceptional child through programming of local resources and a multifunctional group of learning specialists. The program provides experiences and direction to encourage learning as an active rather than a passive process. Team teaching. A Title III project reported in August 1972. Division Superintendent: O. E. Ware. Project Director: Anne C. Sager. Both at P. O. Box 2068, Poquoson, Va. 23362.	gifted handicapped team teaching
VA PROJECT:	Curriculum improvement program. Experiences in art and music previously were not available to children in the primary school, and are now provided by this program. It also makes possible a development program for those children entering school who are not ready for formal first grade work. Major emphasis is given to an experimental program for educable mentally retarded children 7-12 years of age. Instead of being placed in a segregated classroom situation, they are in regular classrooms grades 2-4. The purpose of this program is to discover whether educable mentally retarded children make better adjustments to life situations and develop their potentials to a higher degree in a teaching situation with	mentally retarded art music

SPECIAL PROGRAMS

The Exceptional Child

VA PROJECT:	(Continued) normal children or when placed in a segregated situation. Another purpose is to discover whether normal children will retain longer the enthusiasm with which they come to school if placed under fewer academic restraints. A Title III project reported in August 1972. Division Superintendent: William A. Keith. Project Director: Martin Diggs. Both at P. O. Box 368, Mathews, Va. 23109.	
VA PROJECT:	Enrichment program for gifted students. Promising exceptional senior high school students in the Tidewater area enrolled in this program have an opportunity to develop their talents through individual research and experimentation by participating in summer courses in either environmental science or creative communications and by developing individual projects during the following school year. A Title III project reported in August 1972. Division Superintendent: Garland R. Lively. Project Coordinator: Nedra Harkavy. Both at 19 Cary St., Hampton, Va. 23369.	gifted environment communications
VA PROJECT:	Diagnosis and treatment of learning disabilities junior high school level. The purpose of this project is a complete diagnosis of learning disabilities on an individual basis, followed by the necessary treatment. An interdisciplinary approach is used by professionals in education, psychology, medicine, speech and language, audiology and social work. A Title III project reported in August 1972. Division Superintendent: Robert F. Kelly, Chesterfield, Va. 23832. Project Director: Marguerite T. Turner, 8610 Perrymont Road, Richmond, Va. 23234.	learning-disabled
VA PROJECT:	Project AHEAD and special education. Emphasizes physical education in the elementary grades 1-7. Thirty minutes of appropriate and planned physical education are provided daily for primary and intermediate special education classes. A Title III project reported in August 1972. Division Superintendent: Victor R. Gilly. Project Director: R. Kieffer Irvin, both at Bland County Schools, Bland, Va. 24315.	exceptional physical education
WA PROJECT:	Children properly placed in programs, school districts 101 and 104. Directors: M. Altman, 101; J. Poe, 104. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	exceptional placement
WA PROJECT:	PL 91-230 Part G: The SST Project. Child service demonstration programs serving children with learning disabilities in Seattle, Spokane, Tacoma for precise educational remediation for managers of specific learning disabilities programs. Contact: Beth Willis, Intermediate School District III, 5601 6th Ave., Tacoma, Wash. 98406; and Floyd Jackson, Supervisor of Special Education, Superintendent of Public Instruction.	learning-disabled

SPECIAL PROGRAMS

			The Exceptional Child
WA	PROJECT:	Study institute: workshop in behavior management techniques and training for classroom teachers in integrating hearing-impaired children in Bellevue School District from 8/1/73 to 5/31/74. Directors: Oppfelt, Thorleifson. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	hearing-impaired teachers training
WA	PROJECT:	Study institute: Establishing a cooperative accountable special resource program for handicapped children in Granite Falls School District 109, from 8/22/73 to 11/30/73. Director: Young. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	handicapped
WA	PROJECT:	Study institute: orientation of regular classroom teachers to handicapped children and development of program of integration with special education teachers in School District 104 from 8/73 to 6/74. Director: Poe. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	handicapped teachers training
WA	PROJECT:	Study institute: training workshop to facilitate aide-teacher function in special classrooms in Northshore School District 110 from 8/25/73 to 9/29/73. Directors: Sion, Gleckler. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	teachers aides training
WA	PROJECT:	Study institute: training teachers and aides to work with hearing-impaired students in Ephrata School District 104 from 7/9/73 to 8/73. Director: Langeman. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	hearing-impaired teachers aides training
WA	PROJECT:	Study institute: special education instructional objective formulation for program managers from 9/1/73 to 6/1/74 in School District 101. Director: Altman: Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	instructional objectives exceptional managers training
WA	PROJECT:	Study institute: retraining and leadership project for master teachers of the severely handicapped, ages 1-14 in Issaquah School District 110, from 6/18/73 to 8/17/73. Director: Brow. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	handicapped teachers training
WA	PROJECT:	Study institute: understanding the handicapped child and program study in Renton School District 110 from 9/1/73 to 6/30/73. Director: Hodges. Contact: Floyd Jackson, State Department of Public Instruction.	handicapped teachers training

SPECIAL PROGRAMS

		The Exceptional Child
WA PROJECT:	Study institute: coordinating multi-discipline teams with management by objectives in Tacoma School District 111 from 10/4/73 to 3/74. Director: Jewell. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	team teaching management by objectives
WA PROJECT:	Study institute: the learning disabled child - who is he and what can we do for him? In Tacoma School District 111 from 9/11/73 to 11/13/73. Director: Ashpole. Contact: Floyd Jackson, State Department of Public Instruction.	learning-disabled
WA PROJECT:	Study institute: responsibilities and relationships of special education teachers and regular classroom teachers in Selkirk School District 101 from 8/20/73 to 5/30/74. Director: Bays. Contact: Floyd Jackson, Supervisor of Special Services, State Department of Public Instruction.	teachers training
WA PROJECT:	Summer school for hearing-impaired youth, in Yakima School District 105. Director: J. Glover. Project No. 39-007-74-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	hearing-impaired
WA PROJECT:	Preschool trainable program in Bellingham School District 108. Director: M. Wiseland. Project No. 37-501-74-461. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	early childhood
WA PROJECT:	Expansion of preschool deaf and hard-of-hearing program in Bellingham School District 108. Director: M. Wiseland. Project No. 37-501-74-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	deaf early childhood
WA PROJECT:	Motivated outdoor recreation experience in Olympia School District 113,Director: D. Thomas. Project No. 34-111-74-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	recreation
WA PROJECT:	Rural education program for elementary age handicapped children in Colville School District 101. Director: Price. Project No. 33-115-73-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	handicapped rural education
WA PROJECT:	Summer handicapped instruction for teachers in Cheney School District 101. Director: W. Moore. Project No. 32-360-74-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	handicapped teachers training
WA PROJECT:	Spokane Valley Education Center in C. Valley School District 101. Director: R. Stanley. Project No. 32-356-74-460. Contact: Floyd Jackson, State Department of Public Instruction.	exceptional

SPECIAL PROGRAMS

		The Exceptional Child
WA	PROJECT:	Mobile ancillary kindergarten educator (learning disabled) in Mead School District 101. Director: N. Barber. Project No. 32-354-73-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	early childhood learning disabled
WA	PROJECT:	Total communication program for deaf students in Spokane School District 101. Director: R. Reames. Project No. 32-081-74-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	deaf
WA	PROJECT:	Learning disabled learning resource center in Spokane School District 101. Director: Hoesly. Project No. 32-081-73-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	learning-disabled
WA	PROJECT:	Preschool for multihandicapped children in Everett School District 109. Director: Stevens. Project No. 31-909-73-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	handicapped multiply early childhood
WA	PROJECT:	Early childhood development for multiple and mentally handicapped children in Everett School District 109. Director: A. Cowles. Project No. 31-002-74-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	handicapped mentally multiply early childhood
WA	PROJECT:	Adolescent trainable retarded community involvement in Sedro Wooley School District 108. Director: E. Wicker. Project No. 29-101-74-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	retarded
WA	PROJECT:	Home training for parents of the handicapped in Stevenson-Carson School District 112. Director: C. McFadden. Project No. 30-303-74-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	handicapped parents training
WA	PROJECT:	Development program for mentally retarded children with special needs in School District III. Director: Beecroft. Project No. 27-911-73-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruc-	mentally retarded
WA	PROJECT:	Home/school programmed activity group experience for emotionally maladjusted children. Director: D. Almlie. Project No. 27-010-74-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	emotionally maladjusted home/school
WA	PROJECT:	Vocational training coordination for the adolescent trainable mentally retarded in Franklin Pierce School District 111. Director: L. Engelsen. Project No. 27-402-74-461. Contact: Floyd Jackson, State Department of Public Instruction.	mentally retarded vocational

SPECIAL PROGRAMS

			The Exceptional Child
WA	PROJECT:	Life experience program practicum for young trainable mentally retarded students in Franklin Pierce School District 111. Director: L. Engelsen. Project No. 27-402-74-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	mentally retarded
WA	PROJECT:	Summer career education for handicapped (educable mentally retarded, emotionally disturbed, learning disabled) in Morton School District 113. Director: Brophy. Project No. 21-214-73-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	handicapped mentally emotionally disturbed learning-disabled career
WA	PROJECT:	Lights, Camera, Action in White Pass School District 113 for educable mentally retarded, sight-impaired, emotionally disturbed and learning disabled. Directors: Riffe and Shumway. Project No. 21-203-74-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	mentally retarded sight-impaired emotionally disturbed learning-disabled media
WA	PROJECT:	Prototype delivery-dissemination model (exceptional children) in Bainbridge Island School District 110. Director: Mansfield. Project No. 18-303-73-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	delivery model
WA	PROJECT:	Preschool handicapped program in Auburn School District 110. Director: Booth. Project No. 17-408-73-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	handicapped early childhood
WA	PROJECT:	Sequential development of social, physical, emotional and academic skills in moderately and severely retarded pupils in Bellevue School District 110. Director: Lowe. Project No. 17-405-73-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	retarded
WA	PROJECT:	Parent training program (mentally retarded, emotionally disturbed) in Renton School District 110. Director: Hodges. Project No. 17-403-73-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	mentally retarded emotionally disturbed parents training
WA	PROJECT:	S. King Co. cooperative summer school for hearing-impaired children in Highline School District 110. Director: C. Brown. Project No. 17-401-74-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	hearing-impaired
WA	PROJECT:	Preschool for handicapped children, ages 3-8, in Enumclaw School District 110. Director: J. Thompson. Project No. 17-216-74-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	handicapped early childhood

SPECIAL PROGRAMS

			The Exceptional Child
WA	PROJECT:	Family counseling and training in Seattle School District 110. Director: D. Pattee. Project No. 17-001-74-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	parents training
WA	PROJECT:	Increasing participation of hearing-impaired children in physical education classes and playground activities in Seattle School District 110. Director: H. Barkuloo. Project No. 17-001-74-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	hearing-impaired physical education
WA	PROJECT:	Neurological approach to education of multiply handicapped child--II in Seattle School District 110. Director: Harris. Project No. 17-001-73-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	handicapped multiply
WA	PROJECT:	Pilot special education instructional materials center for rural areas in School District 114. Director: J. McGee. Project No. 16-914-74-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	materials rural
WA	PROJECT:	Columbia Basin program for the hearing-impaired in Ephrata School District 104. Director: H. Langeman. Project No. 13-165-74-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	hearing-impaired
WA	PROJECT:	Classrooms for emotionally disturbed pupils in Longview School District 112. Director: Thompson. Project No. 08-122-73-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	emotionally disturbed
WA	PROJECT:	Program for preschool children with communication disorders in School District 112. Director: R. Yule. Project No. 06-912-74-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	communication disorders early childhood
WA	PROJECT:	Environmental training program for trainable mentally retarded children in Vancouver School District 112. Director: J. Hungate. Project No. 06-037-74-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	mentally retarded environment
WA	PROJECT:	Learning disabilities resource room in Port Angeles School District 114. Director: E. Polhamus. Project No. 05-021-74-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	learning-disabled

SPECIAL PROGRAMS

The Exceptional Child

WA	PROJECT:	Project upgrade for educationally handicapped children in Asotin School District 102. Director: G. Larsen. Project No. 02-400-73-460. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	handicapped educationally
WV	STUDY:	Exceptional children. A legislative interim study, authorized by House Concurrent Resolution No. 60 (1973), relating to the education of exceptional children and determining the agency best equipped to handle the program for exceptional children. Contact: Earl M. Vickers, Director, Office of Legislative Services.	exceptional
WI	SB 185 Ch. 89	ENACTED. Provides for the identification of children with exceptional needs through initial screening by the school district or reports by persons who provide services to the child. Each child initially identified through this procedure will then be examined by a multidisciplinary team. If this team certifies a child as being in need of special education it must recommend an education program for the child. The school district has the responsibility to ensure that all children of compulsory school age who have been certified by a multidisciplinary team are receiving an appropriate education. The school district must also make special education programs available to children, ages 3-21. The bill permits a child or the child's parents or guardian to appeal a decision (under due process procedures) relating to the child's special education program. The division for handicapped children supervises, coordinates and plans special education programs in the state, including programs administered by state or county residential institutions and day care programs. The bill establishes a council on special education to the state superintendent, to be consulted on specified special education matters. The bill also raises the state aid to special education programs to 75 per cent, instead of 70 per cent of specified costs. It revises the formula used for determining state aid for transportation of children with exceptional educational needs, and increases the aid from 70 per cent to 75 per cent of the amount expended. It authorizes the payment of flat aids to county handicapped children's education boards.	early childhood transportation finance
WI	ACTIVITY:	Implementation of "special needs" program enacted in Ch. 90, Laws of 1973 (bienniel budget). Contact: Don Anderson, State Department of Public Instruction.	special needs
WI	ACTIVITY:	Implementation of legislation requiring education for handicapped children. Contact: Kenneth Blessing, State Department of Public Instruction.	handicapped

SPECIAL PROGRAMS

			The Exceptional Child
WY	HB 115 Ch. 32	ENACTED (amended). Provides that current year's expenditures be used im computing amounts to be paid under foundation program for certain handicapped children. Has been signed by governor.	handicapped finance
WY	ACTIVITY:	As a first step toward making a broader range of educational resources for the handicapped readily accessible to teachers, three resource centers will be established during FY 1974 to serve nine counties. By the end of the 1972-73 school year 75 per cent of the state's 60 school districts had established specialized educational programs for handicapped children. A number of procedures have been initiated to provide effective educational services as economically as possible to a larger number of children. These procedures include training paraprofessionals to provide, under professional supervision, various services that traditionally have been performed only by professionals; use of itinerant educators who assist large numbers of children who remain enrolled in regular classes, thus avoiding the necessity of establishing special classes; preparation of special educators as specialists in several disciplines and capable of working with a wider range of handicaps; and broader use of community-regional resource personnel to avoid duplication of personnel and services. Contact: Lamar Gordon, State Department of Education.	handicapped regional itinerant teachers paraprofessionals training
WY	PROJECT:	Multihandicapped children program. Contact: Arnie Scherferstien, Casper Public Schools, Casper, Wyo. 82601.	handicapped multiply

SPECIAL PROGRAMS

The Socially Disadvantaged

CA	AB 164 Ch. 1068	ENACTED. Inner city teaching. Appropriates $125,000 to augment Item 261 of the 1972 Budget Act for financing the recruitment and training of persons of low-income background to teach in low-income elementary schools as provided by Section 1350 of the education code. 1972.	urban education teachers training
CA	AB 562 Ch. 74	ENACTED. Clarifies the legislative intent that allowances for a specified dropout prevention program based upon a furlough plan be made from the state school fund.	dropouts finance
CA	SB 1258 Ch. 1052	ENACTED. Authorizes ten pilot projects in Indian education in certain rural school districts having a concentration of ten per cent or more of Indian students, for three-year period in grade 4 and below, to be administered by the superintendent of public instruction. Declares legislative intent regarding scholarships for Indians in higher education. Authorizes state scholarship and loan commission to appoint advisory committee regarding Indian students. Appropriates $1,500,000 to department of education for purposes of this act, $500,000 in each of the fiscal years 1972-73, 1973-74, and 1974-75. 1972.	rural education Indians financial aid finance
CA	ACTIVITY:	Migrant education. A program for children of migrant agricultural workers which provides for comprehensive and innovative programs. Contact: Leo Lopez, Chief, State Department of Education.	migrants
CA	ACTIVITY:	Special elementary education for disadvantaged. Graduate students in mathematics teach abstract mathematical concepts to disadvantaged students in elementary grades. Contact: Manuel Ceja, State Department of Education.	disadvantaged mathematics
CA	ACTIVITY:	Educationally disadvantaged youth (SB 90). Funds available under the state-funded educationally disadvantaged youth program are utilized in the delivery of educational services to the socioeconomically disadvantaged children. Contact: Manuel Ceja, Manager, Compensatory Education, Program Support Unit, State Department of Education.	disadvantaged finance
CA	PROJECT:	Projects, courses and workshops for California teachers in intergroup education and understanding ethnic minorities. Education in understanding ethnic minorities as a legal mandate for all California teachers has resulted in statewide plans for teacher education by all school districts. New courses and workshops focus upon anthropology, cultural mores, human relations, communication and bilingual-bicultural education. Colleges and higher education institutions are planning cooperatively with the state department of education, county schools, and district personnel in designing models which represent the	ethnic minorities bilingual bicultural teachers training

SPECIAL PROGRAMS

			The Socially Disadvantaged
CA	PROJECT:	(Continued) cultural population of various communities throughout the state. Contact: Fred Grunsky, State Department of Education.	
CA	PROJECT:	Compensatory education (ESEA, Title I). A program to provide educationally disadvantaged children services which will improve academic skills in reading, mathematics and other skilled subjects. Contact: Manuel Ceja, Manager, Compensatory Education, Program Support Unit, State Department of Education.	disadvantaged reading mathematics compensatory
CT	HB 9113 PA 315	ENACTED. An act concerning the time of periodic evaluation and reporting of programs dealing with the education of disadvantaged children; to make all reports due on the same day.	disadvantaged evaluation
FL	ACTIVITY:	Equalization has progressed to a higher level state-local partnership by required improvement in property assessment practices and state supported power equalization on tax levies beyond the required local effort for participation in the foundation program. Also includes district cost differential for urbanization and other factors. Contact: Woodrow J. Darden, Director, Division of Elementary and Secondary Education, State Department of Education.	urban education finance
FL	ACTIVITY:	Compensatory education program. The 1973 Florida Legislature appropriated $5,916,192 to initiate a state compensatory program to provide additional educational opportunities to educationally disadvantaged children. Contact: Ed Williamson, Chief, Bureau of Student Assessment and Compensatory Education, State Department of Education.	disadvantaged compensatory
FL	ACTIVITY:	The state-local support program now includes funding for compensatory education, to expand number and intensity of offerings provided under Title I ESEA. Contact: Woodrow J. Darden, Director, Division of Elementary and Secondary Education, State Department of Education.	compensatory
FL	PROJECT:	Follow-Through. A federal follow-through state technical assistance grant awarded to the Florida department of education for the 1973-74 fiscal year currently provides for a half-time consultant with the department of education to furnish technical assistance and support to the four Florida school districts which are currently implementing "planned variation" compensatory education approaches involving Project Head Start of similar preschool graduates. Contact: Priscilla Kesting, Consultant, Early Childhood Education, State Department of Education.	early childhood follow-through
HI	PROJECT:	Elementary outreach program: an extension of the outreach program concept to the elementary school in Kainalu Elementary School. Contact: State Department of Education.	dropouts

SPECIAL PROGRAMS

			The Socially Disadvantaged
HI	PROJECT:	Project Follow-Through. For children from economically disadvantaged families; federal funds. Contact: Honolulu District Office or State Department of Education.	disadvantaged
HI	PROJECT:	Training teachers of the disadvantaged. Contact: Leeward District Office of State Department of Education.	disadvantaged teachers training
IL	ACTIVITY:	During the last two years the migrant program has emphasized the quality of the summer programs; has offered intensive inservice opportunities for migrant program teachers and has stressed the bilingual, bicultural nature of the programs. One example of the above is a cooperative effort between the office of the superintendent of public instruction and Eastern Illinois University sponsoring an evening extension class for teachers of migrant children in Hoopeston. Contact: Larry Jazo, State Department of Public Instruction, 1020 S. Spring, Springfield, Ill.	migrants bilingual bicultural teachers training
KS	STUDY:	Proposal No. 58, alternative schools. A study of the feasibility of authorizing school districts to establish alternative schools for students under certain circumstances. Reference: SB 24, 1973 Session. Assigned to Special Committee on Special Education and Other Education Matters, State Legislature.	alternative schools
KY	PROJECT:	The Marshall County School System is using special material and methods with underachievers in the primary block at Calvert City Elementary School. A master teacher was selected and trained to create an acceptable classroom climate and to motivate students. Contact: Juanita Jones, Project Director, RISE, Tenth and Clark Streets, Paducah, Ky. 42001. Title III ESEA.	underachievers
MD	SB 648	ENACTED. Provides for the establishment of a compensatory education program for disadvantaged children and relates generally thereto.	disadvantaged compensatory
MD	PROJECT:	Ethnic and cultural minorities program. New Perspectives in Intergroup Education, prepared under the leadership of the office of curriculum development in the division of instruction, provides resource materials for local school systems to use in implementing their programs on ethnic and cultural minorities K-12. These model interdisciplinary units are designed to help teachers, students, administrators and the total school community in developing human relations techniques that will reduce and ultimately eliminate negative attitudes toward cultural minorities. Contact: James A. Addy, Specialist in Social Studies, State Department of Education.	ethnic cultural minorities human relations

SPECIAL PROGRAMS

The Socially Disadvantaged

MN	PROJECT:	Grand Rapids Alternative School. First through sixth graders in Grand Rapids may elect to plan, with their parents, the course of their own education on an individualized, ungraded basis. This is a voluntary nontraditional alternative within the established school system of a small town/rural setting. It is divided into areas for reading and language, science and math and creative arts. Students move freely between areas throughout the day working on group projects or individualized learning packets. Teachers see their role as guiding students in independence. Students choosing to attend the alternative school may move laterally between it and the conventional school without penalty and may, if they wish, take individual classes or participate in activities in the conventional school. Contact: Division of Planning and Development, State Department of Education.	alternative schools rural education reading language science math creative arts
NJ	ACTIVITY:	Cooperative Bank Training Program. A cooperative program that attracts a high percentage of disadvantaged males for training at U. S. Trust in New York City for various banking jobs. Contact: Joseph Cosgrove, Coordinator, Snyder High School, 239 Bergen Ave., Jersey City, N. J. 07305.	disadvantaged bank training
NJ	ACTIVITY:	Proposed program to have urban and suburban children at the seventh grade level learn together at an aerospace center. Contact: Office of Equal Educational Opportunity, State Department of Education.	urban education suburban aerospace
NJ	ACTIVITY:	Proposed program of comprehensive guidance, providing requesting school districts with technical assistance in teaching methods of counseling minorities and disadvantaged students in desegregated schools. Contact: Office of Equal Educational Opportunity, State Department of Education.	minorities disadvantaged guidance
NJ	ACTIVITY:	Proposed program of teacher training in a cross-cultural approach using ethnic differences as a means of enriching the school curriculum. Contact: Office of Equal Educational Opportunity, State Department of Education.	cultural teachers training
NY	A 282-A Ch. 1022	ENACTED. Classes for disadvantaged pupils may be provided on Saturdays and Sundays in districts with fewer than 600 pupils.	disadvantaged Saturday schools
NY	A 283 Ch. 132	ENACTED. Saturday morning classes may be provided for disadvantaged children in school districts with under 600 pupils.	disadvantaged Saturday schools

NY A 8048 Ch. 587	ENACTED. 1973 General State Aid. To continue categorical urban aid for 1973-74. A school district must use its share for reading, mathematics, bilingual education and such other programs as may be deemed necessary. Reports to the commissioner of education and to the legislature are to be made on Feb. 1, 1973 and Feb. 1, 1974. Two per cent of the $47,000,000 is made available to state education department for evaluation and development and implementation of an evaluation program for elementary and secondary education. To continue high tax aid in 1974-74 for districts with local adjusted tax rates of $24 per $1,000 but balances, except as approved by the commissioner of education, shall be deducted in computing such tax rate. The maximum eligible rate is raised to $36 and is multiplied by .50 instead of .35. Districts may receive the same amount they received in 1972-73 under the law or categorical urban aid or high tax aid. Provides for the loan of textbooks to pupils in public and nonpublic schools in grades kindergarten through twelve. No district is required to spend in one year more than $10 times the number of pupils in grades K-12 residing in the district. State aid is provided at a rate of $10 times the number of pupils in grades kindergarten through 12 residing in the district. Other provisions.	urban education finance textbooks nonpublic
NY ACTIVITY:	New York State Urban Education Program. The state urban education program was born in recognition of critical education needs in urban school systems, especially those related to social and poverty problems. Thus, in November 1967, the regents issued a statement of policy and proposed action on urban education directing the education department to develop a strategy for revitalizing urban school systems. (See Urban Education: A Statement of Policy and Proposed Action by the University of the State of New York, published by the state education department in November 1967.) The statement also called for enactment of legislation to provide special funds to districts having a heavy concentration of pupils associated with poverty. For the 1972-73 school year, the New York State Legislature appropriated $47 million. The urban education program represents a partnership between state and local school districts to provide supplementary education services to persons having special education needs associated with poverty. In 1972-73 approximately 600,000 project participants, including children, youth, adults, for the first time in their lives, engaged in education activities specifically designed to meet their special education needs. These activities included individualized instruction, small	urban education disadvantaged individualized instruction peer tutoring team teaching media open classroom reading mathematics bilingual career

NY ACTIVITY: (Continued) and large group instruction, peer tutoring, programmed instruction, team teaching, multimedia instruction, open classroom or consortium approach and many others in areas of reading, mathematics and bilingual education.

Without these special programs, many of these 600,000 participants would remain unemployed or underemployed. Many would not receive high school diplomas or the equivalent; many would continue to read two years below grade level, and some would never learn to read. Most would continually fall behind their peers and never actively participate in or contribute to civic, community or social affairs.

The program is beginning to make inroads in the alleviation of these special educational needs. The 1971-72 Urban Education Program Report to the legislature identified a number of exemplary programs. One example is in the New York City Central Board of Education, Office of High Schools, entitled Auxiliary Services for High Schools. This project goes beyond the "ivory tower" literature in that it is a successful alternative school program which does, in fact, provide a viable education program for disaffected youth. Without this program, these youth would, quite literally, be "bleeding and burning" in the streets. Instead, as a result of this program, these students attain a high school diploma and many go on to higher education or obtain gainful employment. This program provides remediation in the basic skills as well as career training.

The school districts identify the special needs of poverty area residents, and plan specific projects aimed at alleviating these needs.

The education department, after advising and consulting with local districts, provides funds to reimburse approved expenditures made for projects which propose to meet the identified needs.

In 1972-73, 28 upstate and 31 New York City decentralized school districts participated in the program in which $47,000,000 was allocated to the districts for 286 projects. The New York City High Schools, Special Education and Special Schools also were allocated funds by the city. The immediate goal of the division was the efficient delivery of effective compensatory and developmental education services to eligible recipients. This work involved the review, process and determination of reimbursability of the proposed projects.

SPECIAL PROGRAMS

NY ACTIVITY: (Continued) Special attention was given to the monitoring and evaluation of the projects in the Division of Education for the Disadvantaged and the Division of Urban Education. Project sites were visited to assess project implementation and to assist district staff in determining effectiveness of activities. A concerted effort was made to insure accountability. All evaluation reports included hard data on outcomes and analysis of the contributions of specific activities to outcomes. Both divisions worked to prepare for the commissioner's priorities for the 1973-74 school year in the areas of reading, mathematics and bilingual education for pupils in grades 1-6. In the initial state, this work involved legislative recommendations and commentary on legislative proposals. Considerable effort was expended to assist districts in developing project proposals which concentrate on the basic skill priorities.

Evidence in the Urban Education Report to the Legislature indicates positive trends toward resolution of the problems generating the funds. For example, significant gains were noted in reading and mathematics. The evidence includes not only the academic and social achievements of many participants but also the discovery of the most vital areas of need and the development of effective strategies to resolve these problems. Contact: John L. House, Administrative Director, Urban Education Room 874 EBA, State Education Department, Washington Avenue, Albany, N. Y.

NY PROJECT: Street Academy. Offers high school dropouts and potential dropouts an alternative to the usual school environment within which the dropout has been unable to function. The academy is nongraded and offers an open classroom environment using many city resources for instruction with teachers relating classroom material to the real world. The Street Academy hopes to bring students to successful completion of requirements for a high school diploma, with adequate skills for college entrance or job training and with a better insight into their own potential and how to realize it. An ESEA Title III project. Contact: Robert Peterkin, 165 Clinton Ave., Albany, N. Y. 12201.

alternative schools
dropouts
open classrooms

SPECIAL PROGRAMS

The Socially Disadvantaged

disadvantaged
reading
teachers
training
instructional
management system
diagnostic
evaluation
urban

NY PROJECT: Project Alert. In the summer of 1971, the New York State Education Department announced plans for Project Alert which would establish a network for training inservice leaders for ESEA Title I and urban education reading programs. These leaders in time became responsible for carrying out extensive on-the-job inservice training in reading instruction for those classroom teachers specifically assigned to serve disadvantaged students. To support Alert an instructional management system was designed by the Bureau of Reading Education, State Education Department. Technical resources were developed as well to encourage the individualized reading programs recommended by the Regents Position Paper No. 12, Reading of July 1971. Fifty participating districts were selected for Project Alert on the basis of (1) need; (2) guaranteed commitment for three years inservice participation, and (3) evidence of desire for improved reading programs.

A two-week training program for about 75 leaders launched Phase I of Project Alert in the spring of 1972. The goal of these training sessions was to guide each member in the selection of resources and plans for local inservice programs to be conducted during Title I summer sessions. During Phase II these leaders trained about 650 teachers to serve their local schools for the year 1972-73. The inservice reading resource kit, which has been developed by the state education department to aid teacher training in the areas of diagnosis, prescriptive planning and classroom management, provided a basic resource material for these on-site programs.

An evaluation of Phase II is available. It indicated gains in children's reading achievement during the summer program, even though this was not the primary goal, and it also gave a positive indication of improved teaching techniques by classroom teachers. Phase III initiated a year-long inservice program, 1973-74, in which the personnel trained during the summer programs carried out an inservice component within their individual schools. The evaluation of Phase III will be available in early 1974.

In the spring of 1973, three new resource packages were introduced in prototype at a week-long workshop, for more than sixty reading coordinators. These leaders are continuing to conduct inservice training in the diagnostic-prescriptive technique for meeting students' reading needs. Thus the network now provides the state of New York with exemplary programs to serve as models. Contact: Alberta C. Patch, Associate, Bureau of Reading Education, State Education Department.

SPECIAL PROGRAMS

The Socially Disadvantaged

OK PROJECT:	The Lost Sheep. This program concerns retrieving students that have dropped out; provides special services for these students. Contact: Richard House, Assistant Superintendent, Okmulgee Public Schools, Okmulgee, Okla.	dropouts
OK PROJECT:	Interblock. A program at the sophomore level to motivate the noncommitted learner to stay in school. Contact: Nancy O'Brian, Director, Norman Public Schools, Norman, Okla. 73069.	dropouts
OK PROJECT:	Project STAY-School to Aid Youth. A program of identification and prevention of potential dropouts at an early age. Contact: Thomas D. Butler, Director, Moore Public Schools, 400 N. Broadway, Administration Building, Moore, Okla. 73060.	dropouts
OR PROJECT:	FOCUS. Provides a pilot program for 100 potential dropout students which will (1) base objectives on student needs; (2) provide alternative learning activities with a high success factor and high relevance and (3) develop a curricular structure flexible enough to accomplish (1) and (2). Contact: Ralph Nelson, 2735 NE 82nd, Portland, Ore. 97220.	dropouts
SC PROJECT:	Follow-Through programs. Designed to help disadvantaged children in the early primary grades build the foundation provided by a full year Head Start or similar preschool program. To accumulate evidence as to the effectiveness of similar programs in different sections of the country. Four projects in South Carolina. Contact: Henry G. Hollingsworth Jr., State Department of Education; William D. Lyles, Follow-Through Director, Drawer 722, Winnsboro, S.C. 29180; William T. Painter, Alice Drive Junior High, Miller Road, Sumter, S.C.; Helen Brown, Follow-Through Director, Box 687, McCormic, S.C. 29835; E. A. Woods, Follow-Through Director, Lane School, Lane, S.C. 29564.	disadvantaged follow-through
SC PROJECT:	Focus on the Student. A reading program for sixth and seventh grade students who are two or more years below grade level. Compensatory to the regular school program; a Title I reading program for two middle schools. Contact: Toya Van Raden, Reading Coordinator; Janet Cox, Reading Resource, 37 Tindal Ave., Greenville, S.C. 29606.	reading
SC PROJECT:	Title I, Focus on Mathematics 1974. A program of corrective mathematics. A specially funded program supplementing the math program for third, fourth and fifth grade students who are working one and one-half years or more below their grade level. Emphasis is on individual and small group instruction; includes multilevel and multimedia approaches. Contact: Brandon Sparkman, District Superintendent, Richland County District 1, 1616 Richland St., Columbia, S.C. 29201.	mathematics

SPECIAL PROGRAMS

The Socially Disadvantaged

SC PROJECT:	Practical application to learning serves 125 students in Chesterfield County to help prevent dropouts in grades 9-10, increase achievement levels and reduce failures in English, mathematics and social studies. A learning unit based on concepts associated with the choice of careers was developed by two teams of three teachers each. The activities include money management, budgeting, job applications, work habits and consumer information and services. Field trips and practical projects are integral adjuncts to classroom instruction. Director: Theo L. Lane, 141 Main St., Chesterfield, S.C. 29709.	dropouts English mathematics social studies
SC PROJECT:	Innovative practices in secondary reading at three Darlington high schools utilize student-teacher contracts to improve reading skills and attitudes. The project at Mayo, St. John's and Rosenwalt high schools enrolls 150 underachieving students who use a variety of multi-level materials and individualized learning techniques. The reading specialist works with classroom teachers to train them in techniques of individualized instruction. Director: Carol M. Fox, Pee Dee Education Center, Drawer 829, Florence, S.C. 29501.	underachievers reading individualized instruction teachers training compensatory
SC PROJECT:	Personalized reading at Lexington District #5 (Ballentine) is operating at two schools, Seven Oaks Elementary and Irmo Middle School. Each reading teacher works daily with 50 students, chosen because they test below grade level in reading on the Gates MacGinities reading test. The teachers use such audio-visual equipment as the tack-a-matic reading machine, overhead projectors, record players and tape recorders to improve vocabulary and comprehension skills. Goal is to enable each child to gain at least one grade level in these skills during the year. Director: Dorothy McAulay, Reading Center, Ballentine, S.C. 29002.	reading individualized instruction compensatory
SC PROJECT:	Scientific heuristic approach to learning in Richland District #2 is designed to increase self-esteem and improve achievement in reading, English, math, science and social studies of 240 eighth grade students. The potential dropouts must demonstrate minimum skills in reading, writing, speaking and listening before beginning their secondary studies. Specific performance standards and behavioral objectives are established for learning by which the students move through the program as quickly as they demonstrate success in each objective. Rather than give answers, teachers design learning situations in which students discover concepts, processes, relationships and principles in an operational manner. During the next two years, 60 ninth graders and 60 tenth graders will receive similar instruction. Director: V.E. Fins, Dent Junior High, 2719 Decker Blvd., Columbia, S.C. 29206.	dropouts reading English mathematics science social studies behavioral objectives

SPECIAL PROGRAMS

		The Socially Disadvantaged
SC PROJECT:	Math laboratories for disadvantaged students in Honea Path Middle School enables 250 students to learn mathematics by experiments in which they are actively involved, including balances, games and other problem-solving devices. The two laboratories are each staffed with a teacher and an aide who develop a variety of math activities appealing to students working in small groups or individually. Initial test results show significant gains by project students as compared with control students. By the end of the three-year period, it is expected that a complete math lab curriculum will be complete for use by other teachers. Director: Marvin Woodson, Jr. P. O. Box R, Honea Path, S.C. 29654.	disadvantaged mathematics
SC PROJECT:	Walk-in school in Richland District #1 (Columbia) enrolls 130 students aged 13-20 who were previously "turned off" by school. It promotes a viable, humanized form of education where students actively participate in planning their learning experiences. The curriculum is ungraded and designed to award high school credits on an individual contract basis, mutually negotiated by student and instructor to reach prescribed goals. The staff includes seven instructors, resource center manager, secretary, counselor and director, each of whom serves as advisor to approximately 15 students and maintains positive communication channels with their parents. Director: William L. Howell, 1716 Williams St., Columbia, S.C. 29201.	walk-in school ungraded student contracts
SC PROJECT:	Math for slow learners at Lake View Middle School is directed toward improving attitudes and achievement levels in mathematics of approximately 100 selected students in grades 7-8. A teachers' manual is being developed on the laboratory approach for underachievers to serve as a model for other interested school faculties. Basic core of the laboratory activities is the individualized mathematics system, coordinated with varied commercial math materials, games, experiments and class seminars. Student profiles and progress evaluation charts are developed from results of individual placement and achievement tests. Director: H. M. Lowder, P. O. Box 644, Lake View, S. C. 29563.	slow learners mathematics
SC PROJECT:	Educational program for pregnant girls in Greenville County has enrolled 256 teenagers since it originated in August 1971. Its three major objectives are to instruct the girls in health, baby care and family life, enhance their self-concepts, and help them return to school after their babies are born. Enrollment is limited to 50 girls whose average stay is three-four months. Classes from 9 a.m. to 2:30 p.m. supplement academic courses with weekly health instruction by personnel of	pregnant students health family life

SC	PROJECT:	(Continued) Greenville General Hospital prenatal clinic and maternal-infant care staff. Four teachers, a social worker, an aide and a part-time secretary comprise the staff. Director: Dr. Harold P. Patterson, 420 N. Pleasantburg Drive, Greenville, S.C. 29606.	
SC	PROJECT:	Auditory skills training in Lancaster is concentrated in a resource room where 60 selected pupils from grades 1-4 are trained to improve their auditory-vocal skills related to reading and other language arts. These skills include speech, sound discrimination, auditory associations and memory, closure, blending, rhyming and listening. Mastering such skills has been proved an important factor in language arts achievement and avoiding failure. After an initial year of instruction by a curriculum specialist and aides, the control group will be expanded to serve approximately 120 pupils who qualify. The project will include compilation of successful techniques for auditory skill training and for training all teachers of grades 1-4 in this approach. Director: John Wall, Route 9, Lancaster S.C. 29720.	auditory skills
TN	PROJECT:	Young adult disadvantaged program. Unemployed and underemployed young adult disadvantaged are given short intensified skill training and placed on the job. Students on the job continue to receive supervision of a placement coordinator. It is felt that this program contributes more to the economy per dollar invested than other programs. Contact: Rodney Hayes, Supervisor, Disadvantaged Program, Division of Vocational Education, State Department of Education.	disadvantaged vocational job placement
TX	SB 356	ENACTED. Educational opportunities in junior colleges for the disadvantaged.	disadvantaged junior colleges
TX	STUDY:	Cooperative education for American Indians in Dallas County. Contact: Mathew Taylor, Dallas County Community College District, Main Bank Building, Main and Lamar, Dallas, Tex. 75202.	Indians cooperative community colleges
VT	PROJECT:	ASPIRE. Grade level: 9-12. It is the objective of this project to provide an alternative education curriculum open on an elective basis to all students in the school. The development of student motivation and responsibility through independent study, community involvement experiences, peer tutoring and student-planned and implemented workshops are the primary expected outcomes of this project. Contact: Evelyn Carter, Burlington High School, Burlington, Vt.	alternative education peer tutoring community involvement

SPECIAL PROGRAMS

		The Socially Disadvantaged
VA SB 702	ENACTED. Appropriates $500,000 for the state board of education to operate during the 1973-74 school year two or more pilot projects to determine optimal methods for improving educational achievement of disadvantaged students.	disadvantaged
VA PROJECT:	A study of the effectiveness of selected materials and structured learning situations for use with potential dropouts in an eighth grade social studies course; in third year in Russell County. Directors: Frank W. Horton, principal; and Lucy W. Gilmer, social studies teacher, Lebanon High School, Russell County Public Schools. Source, Division of Educational Research and Statistics, State Department of Education.	dropouts social studies materials structured learning
VA PROJECT:	Guidance and counseling services for disadvantaged students. This project is designed to provide intensive counseling and guidance services to selected disadvantaged seventh, eighth and ninth grade students enrolled in a special prevocational program in Montgomery County schools. Three counselors work with students, administrators, teachers and parents to raise the present functional level of these children to a performance level which they can be expected to achieve. Includes a career development program. A Title III project reported in August 1972. Division Superintendent: Raynard T.Hale, 200 Junkin St. NE, Christiansburg, Va., 24073. Project Director: George Guilliams, Box 29, Christiansburg, Va. 24073.	disadvantaged guidance vocational career
VA PROJECT:	Operation Assist. A project designed to provide special assistance for pupils who have been identified as having the characteristics of potential school dropouts. The potential dropouts are placed in a special situation where the curriculum is designed for individual motivation and achievement. The program is ungraded. Through this individualization, each student is challenged to achieve within his own capabilities thereby improving his self-image and reducing his dropout potential. A Title III project reported in August 1972. Division Superintendent: B. K. Rives, Project Director: A. F. Waleski. Both at Box 511, Martinsville, Va. 24112.	dropouts ungraded
VA PROJECT:	Multi-age grouping of overage, underachiving pupils in an open classroom with emphasis on reading and mathematics to determine the extent pupils can advance to their expected levels of performance; in Pittsylvania County. Director: Lloyd G. Walton, Assistant Superintendent for Instruction, Pittsylvania County public schools. Source: Division of Educational Research and Statistics, State Department of Education.	underachievers open classrooms reading mathematics

SPECIAL PROGRAMS

The Socially Disadvantaged

VA PROJECT:	Community/Life-Centered Project for Potential Dropouts. Seventy-five potentially capable students are participating in the alternative program, which accepts the student at the current level of his educational performance and gives him the opportunity to start from that point and turn his past failure into successful completion of high school. City provides many of the curriculum sites where the student studies in a realistic situation. Staff includes a full-time project director, a guidance psychologist, four full-time teachers and the equivalent of a fifth teacher. A Title III project. Division Superintendent: George J. McIntosh, 12465 Warwick Blvd., Newport News, Va. 23606. Project Director: Sylvia Olney, Dorie Miller Building, 31st and Wickham, Newport News, Va. 23607.	dropouts alternative schools
VA PROJECT:	A programmed learning center for Westmoreland County. This project sharply alters the learning environment and the teaching procedures in an effort to overcome specific learning deficiencies of approximately 150 elementary students. The center develops self-direction in the learning process, using programmed learning techniques as well as learning through group participation. The program aids students who otherwise would drop out of school and become learning casualties. A Title III project reported in August 1972. Division Superintendent: S. M. Haga. Federal Programs Director: James W. Goforth. Both at Westmoreland County School Board, Montross, Va. 22520.	dropouts compensatory
VA PROJECT:	Regeneration: inner-city school survival. One goal of this project involves minor renovation to enable more flexible use of the physical plant. The other is extensive revision and reorganization of the instructional program of Matthew Fontaine Maury, Norfolk's oldest high school. Maury is an inner city school whose students constitute a cross-section of the city's socio-economic levels, with a majority now drawn from the disadvantaged group. The project is designed to meet the students' needs. A Title III project reported in August 1972. Division Superintendent: Albert Lee Ayars, Norfolk City Schools, 800 E. City Hall Ave., Norfolk, Va. 23510. Project Director: Edward L. Daughtrey, Maury High School, 322 W. 15th St., Norfolk, Va. 23507.	disadvantaged urban education

SPECIAL PROGRAMS

The Socially Disadvantaged

WA PROJECT:	Urban-Rural Project. Contact: Glen O. Willison, Superintendent, Cape Flattery School District, P. O. Box 106, Clallam Bay, Wash. 98326.	urban education rural education
WA PROJECT:	Special elementary education for the disadvantaged: mathematics. Contact: Virginia M. Warfield, Director, 1821 23rd Ave. E., Seattle, Wash. 98112.	disadvantaged mathematics

SPECIAL PROGRAMS

The Very Young

AL	H 1182 1075	ENACTED. Authorizes the state department of education to establish public kindergarten pilot programs in each of the congressional districts in the state. Includes appropriation.	kindergartens
AL	PROJECT:	Eight pilot kindergarten programs. Contact: LeRoy Brown, State Department of Education.	kindergartens
AZ	PROJECT:	For preschool children, ages 4-5, and their mothers. To provide intensive mother-child training. Contact: Servando Carriolo, Superintendent, Wilson Elementary, 2411 E. Buckeye Road, Phoenix, Ariz. 85034.	preschool parent participation
AZ	PROJECT:	Preschool language. Four-and five-year-olds with speech and/or hearing difficulty: diagnostic-prescriptive approach and use of aids. Contact: Marylin Click, Cartwright Elementary, 5833 W. Thomas Road, Phoenix, Ariz. 85031.	preschool speech-impaired hearing-impaired
AR	HB 155 Act 83	ENACTED. Establishes public school kindergartens.	kindergartens
AR	HB 387 Act 134	ENACTED. Declares that nothing in Act 63 of 1969 or in any amendments to it made by the 69th General Assembly shall be construed to require that establishment of a kindergarten is mandatory in any school district.	kindergartens
AR	SB 247 Act 147	ENACTED. Provides that if a school district finds it not feasible to operate a kindergarten program during regular school term it may operate a summer program and receive $3,000 per classroom unit from the state department of education annually to defray cost. If a district elects to operate such a program during summer months of 1973, it shall receive full reimbursement for amount in this act, payable from education department funds appropriated for fiscal year 1973-74.	kindergartens finance
AR	SR 13	ADOPTED. Requests the state education department to determine the number of school districts that plan kindergarten programs in 1973-74 if funds are appropriated.	kindergartens
CA	AB 451 AB 1244	ENACTED. Provides funds for early childhood and child care centers to replace federal funding.	child care centers finance
CA	SB 282 Ch. 100	ENACTED. Pilot kindergarten programs. Adds exemption from kindergarten class size requirements to exemptions from other class size requirements afforded districts conducting pilot programs using differentiated staffing patterns in schools.	kindergartens class size differentiated staffing
CA	ACTIVITY:	Miller-Unruh reading. A program to provide children in kindergarten through third grade their first formal reading instruction to assure a successful experience. This goal is facilitated for these children by providing quality instruction by reading specialist teachers. Contact: Jane Vinson, Consultant, State Department of Education.	kindergartens elementary reading

SPECIAL PROGRAMS

		The Very Young
CA ACTIVITY:	Governor's Advisory Committee on Child Development. Contact: Jeanada H. Nolan, Executive Secretary, State Department of Education; Earl Peterson, Chairman, Tustin Country Day School, 13881 Prospect Ave., Santa Ana, Calif. 92705.	child development
CA ACTIVITY:	Early childhood education. Implementation of the early childhood education program in 12 per cent of the elementary schools in California. This program requires restructuring kindergarten and primary grades, including individualized instruction, parent participation and education, as well as other components. Plans are generated at local school level, involving staff, parents, and community. Expansion of the program during succeeding years is predicted on success during the previous year. Contact: Glenn Davis, State Department of Education.	kindergarten primary individualized instruction parent participation
CA ACTIVITY:	With the passage of recent legislation the state department of education has become responsible for all child care programs along with its previous responsibility for the state preschool program, preschool under Title I of ESEA, migrant day care/preschool programs, migrant infant group care and campus children's centers. Contact: Bill Whiteneck, Acting Manager, Child Development Programs Support Unit, State Department of Education.	child care programs migrants preschool
CA PROJECT:	California process model and technical assistance follow-through. A program for children who have had preschool or head start experience to insure that they maintain the skills acquired in their preschool experience. Contact: James Jordan, Coordinator, State Department of Education.	preschool head start primary follow-through
CA PROJECT:	Multi-age grouping in early childhood education. Prekindergarten through grade 3 children are grouped in such a way as to provide three-year age levels in each class. The program stresses individualization of instruction, cross-age teaching, peer tutoring and the use of paraprofessionals and parents. Eighty-six per cent of participating four-year-olds showed measured reading readiness for reading and mathematics instruction. Five-year-old pupils exceeded control groups by four months in reading and mathematics. Six-year-old pupils exceeded the control group by four months in reading and nine months in mathematics. Seven-year-old pupils exceeded control groups by one month in reading and eight months in mathematics. All project classes scored higher than control groups on post-tests in positive attitude in school and social growth. Contact: Kenneth Hensell, Project Director, San Diego Unified School District, Belle Benchly School, 7202 Princess View Drive, San Diego, Calif. 92120.	preschool kindergarten primary individualized instruction cross-age teaching peer tutoring parent participation reading mathematics

SPECIAL PROGRAMS

The Very Young

FL	ACTIVITY:	Statewide kindergarten program. For the first time in Florida history, all sixty-seven school districts now offer a kindergarten program for five-year-old children. Contact: Priscilla Kesting, Consultant, Early Childhood Education, State Department of Education.	kindergartens
HI	PROJECT:	Project KEEP (Kamehameha Early Education Project) in Hookena Elementary School. Contact: State Department of Education.	early education
IL	PROJECT:	A preschool safety project has been conducted in the Harlem School District 122, Rockford. It is believed to be the first such attempt nationally to develop a preschool safety curriculum. Eighty boys and girls were involved in the pilot program and were pre- and post-tested. From the results a preschool safety curriculum will be developed and piloted. Such safety activities as the meaning of signs, signals and colors related to highway safety, safe walking and street crossing, responsibilities in car and school bus, and hazards in school and on the playground were included. Contact: A. Edward Johnson, Director, Safety Education Section, Office of the Superintendent of Public Instruction, 316 S. Second St., Springfield, Ill. 62706.	preschool safety education
IL	STUDY:	Responding to a critical need for an effective instrument to screen potential learning problems in 3-4-5-year-old children, a new instrument known as DIAL (Developmental Indicators for the Assessment of Learning) was developed and field-tested during FY 1972 and 1973. It is still in need of further refinement and study. Initial evidence indicates that DIAL does identify those children who should be further evaluated and that it will therefore meet the practical needs of school personnel. Contact: Fred Rozum, Assistant Superintendent, State Department of Public Instruction.	learning problems assessment instrument
KY	PROJECT:	Environmental and Early Childhood Education. Early childhood component is based on the developmental curriculum for kindergarten, a guide especially designed for Region V kindergartens by teachers involved in Title III inservice training. This curriculum guide contains developmental sequential tasks for each learning area of curriculum. Related learning activities and materials are listed in the guide, as well as diagnostic procedures for evaluation. Four pilot centers serve four schools each. Teams from these schools visit the pilot centers to observe the early childhood (kindergarten) program, and to attend workshops. Community involvement is utilized. Contact: Sam P. Jones, Project Director, ESEA Title III, Tradewind Center, Somerset, Ky. 42501.	kindergarten curriculum teachers training

SPECIAL PROGRAMS

			The Very Young
KY	PROJECT-STUDY:	Pilot program and study for expanded kindergarten program. This study involved citizens in setting up 100 pilot programs with initial funding by the legislature. Contact: Patrick West, Jr., Division of Supervision-Accreditation and Organization, Bureau of Instruction, State Department of Education.	kindergarten
LA	ACTIVITY:	A major priority of the Louisiana State Department of Education is the development and implementation of a statewide program of early childhood education. In the spring of 1973 the governor designated the department as the coordinating agency for early childhood services for the state and the department is engaged in development of programs during the 1973-74 school year. Contact: Francis Colletta, Director, Bureau of Early Childhood and Elementary Education, State Department of Education.	early childhood education
MD	SB 556 Art. 77	ENACTED. Provides that at certain times the several local school boards of the state may provide for day care programs in their schools; generally relates to day care programs in the public schools and to the implementation and costs involved.	day care
MD	PROJECT:	Title III of the Elementary and Secondary Act of 1965 has been an effective means of implementing the four priorities established by the state board of education in April 1972. These priorities are human relations, early childhood education, reading and career education. Nine new Title III projects were approved by the state board of education in January 1973. Four were in the area of early childhood education; four in human relations and one in reading. Title III projects already operating have both career education and reading components. Two Title III projects in the area of early childhood education have been validated by the USOE for national dissemination: (1) Baltimore City, the Model Early Childhood Learning Program; and (2) Carroll County, Early Intervention to Prevent Learning Disabilities. Contact: Percy V. Williams, Assistant State Superintendent, Division of Compensatory, Urban and Supplementary Programs, State Department of Education.	early childhood education human relations reading career learning-disabled
MI	HB 4321 PA 116	ENACTED. Standards of care for child care organizations.	child care
MN	Ch. 491	ENACTED. Requires each school district to provide kindergarten instruction in the district or in another district after July 1, 1974. Includes "extraordinary hardship" clause.	kindergarten
MN	PROJECT:	Assessment and intervention for high-risk kindergarteners. Aimed at discerning physical, emotional and perceptual impairments which disable children in developing basic skills, and attempting to ameliorate those disabilities at the earliest possible time. High risk	kindergarten learning-disabled parent participation

MN	PROJECT:	(Continued) children are identified and placed into one of four groups: one control group; two groups involving special classrooms and a lengthened school day using objective-based curriculum, a physiology of readiness program, an early learning system and an individualized system of multimedia components designed to aid children's ability to pursue studies to completion, encourage self-control and engender a sense of pride and accomplishment; and a group putting emphasis on providing parent information and education with no special placement for the children. Contact: Division of Planning and Development, State Department of Education.	
MO	PROJECT:	Parent-child early education program in Ferguson Public Schools. A family centered program that takes advantage of the young child's inherent desire to learn both at home and at school. It is intended for all children beginning at age four and their parents, with a primary focus on early identification and treatment of the educationally disadvantaged child, including the handicapped. Children from two or three neighboring schools come to one Saturday School Center for either a morning or afternoon class. There, two or three classes of 20 are each staffed by a teacher, parent volunteers and high school aides. Children also receive a home teaching visit each and are provided with special services. Title III 306. Project Director: Marion Wilson, 655 January, Ferguson, Mo. 63135.	early childhood education disadvantaged handicapped parent participation
MO	PROJECT:	Let's Get Ready for Kindergarten: Mehlville Public Schools. A preschool program directed toward children with determined base skill deficiencies. Special sequential learning packets to meet the needs of these children are used in the home by parents who have attended special workshops. The program supports the idea that parents are teachers and have a vital role in the education of their children. The Mehlville preschool program is based on this idea and the belief that preschool years are the prime time to develop certain skills a child needs in order to meet with success in his school life. The learning packets, reflecting the family-centered approach, will allow the child to develop a positive attitude toward school-related materials. Title III ESEA. Project Director: Phyllis Wantland, 5140 Patterson Road, St. Louis, Mo. 63129.	preschool home instruction parent participation
MO	PROJECT:	Preschool program in Maplewood-Richmond Heights Public Schools. The program provides a stimulating learning environment where each child has the opportunity to progress at his own rate through the curriculum with emphasis on individualized instruction. There are five major learning centers in the school through which the children may move at their own	preschool individualized instruction parent participation

SPECIAL PROGRAMS

The Very Young

MO	PROJECT:	(Continued) discretion: the creativity center, a mathematics and science center, a readiness center, a constructive play area and a music center. Parental participation is an integral part of the program, both during the school day and in parent meetings and small group seminars. Title III ESEA. Project Director: Billy Leon Shumate (Mrs.), 7648 Jerome, Maplewood, Mo. 63143.	
MT	HB 125 75-6902,3 75-6917 75-7507	ENACTED. Provides legislation which would enable the trustees of an elementary district to establish as an integral part of the elementary school a kindergarten program for children who will be five years old on or before the first grade enrollment closing date of the school year for which the program is to be conducted. It would provide for funding through the foundation program on a basis of 1/2 ANB per student. For the initial year of operation of such a program, the ANB to be used for budget purposes shall be the same as 1/2 the number of five-year-old children in the district as of October 1 of the preceding school year according to the school census or by some other determination approved by the superintendent of public instruction.	kindergarten finance
NH	STUDY:	Early childhood development task force. The objectives of this study are the coordination of services available to young children and the provision of adequate training programs for the personnel involved in programs for young children. Contact: Cynthia Mowles, Consultant, Early Childhood Education, Division of Instruction, State Department of Education.	early childhood education personnel training
NJ	ACTIVITY:	In New Jersey, "Explaining Childhood," under the U. S. Office of Child Development and Education, is being field-tested in nine districts.	child development
NJ	ACTIVITY:	The creation of an office of early childhood education has enabled the department to strengthen its leadership role in the development and coordination of comprehensive early childhood programs. Through the new office, the department aims to achieve better coordination of existing services, to bolster the role of the family as the first and most fundamental influence on child development and to provide improved services to young children and their families. The department's early childhood programs and projects that the office will coordinate include learning development centers in Newark and Trenton, statewide head start and follow-through programs and day care and child care centers. The office will work closely with the state department institutions and agencies in developing curriculum and training programs for early childhood centers regulated by that department. Contact: John Rosser, Acting Assistant Commissioner, Divisions of Research, Planning and Evaluation/Field Services.	early childhood education

SPECIAL PROGRAMS

The Very Young

NJ	PROJECT:	SEE: Specific Education of the Eye. Training in visual acuity; motor control and hand-eye coordination; kindergarten lessons piloted; district design of instructional materials. Director: Milton Knobler. Nationally validated by OPD/USOE. Contact: Robert Ward, Director of Educational Development, State Department of Education.	kindergartens hand-eye coordination
NJ	PROJECT:	Dale Avenue Urban Early Education Project (Paterson). Performance objective curriculum; pre-kindergarten through grade 3; individual objectives; planning and evaluation, differentiated staffing. Director: Helen Hanson. Nationally validated by OPD/USOE. Contact: Robert Ward, State Director of Educational Development, State Department of Education.	preschool kindergartens primary urban education performance objectives differentiated staffing
NJ	PROJECT:	Planning and implementation of preschool program (state allocation of $500,000). The branch of special education and pupil personnel services has received $500,000 for the development of pilot preschool projects as a special appropriation of the state budget. Major contract with Rutgers, the state university, for a parent training program has been implemented. Completion of Project Child in four counties. Contact: Daniel Ringelheim, Halko Drive, Cedar Knolls, N. J.	preschool
NM	HB 360	ENACTED. Repeals kindergarten laws and phases in early childhood education programs.	early childhood education
NY	A 1237 S Reprint 20001 Ch. 282	ENACTED. Removes the minimum age of three years for nursery school attendance and authorizes board of education to fix the age for admission to such programs.	nursery school school age
NY	A 7326 Ch. 699	ENACTED. The continuation of experimental prekindergarten programs is supported by an allocation of $5 million.	prekindergarten finance
NY	PROJECT:	Early childhood reading readiness. Success through programmed instruction. In 1972-73, Districts 27 and 15 in New York City reported that the DISTAR reading program developed by Science Research Associates continues to promote reading achievement for disadvantaged learners in kindergarten and first grade. District 15 figured that their supplementary DISTAR activities cost approximately $225 per disadvantaged pupil over and above tax levy support. Significant results (both statistical and educational) have been exposed through pre- and post-test administrations with nontreatment groups (District 27) and without nontreatment groups (District 15) on such measurement devices as the Metropolitan Reading Readiness Test, Boehn Test of Basic Concepts, and the Peabody Picture Vocabulary Test. Isolated cases of success have been interpreted cautiously, particularly where the Hawthorne effect might be operating on a first year application of the DISTAR program and because	kindergartens primary disadvantaged

SPECIAL PROGRAMS

The Very Young

NY	PROJECT:	(Continued) of the highly structured nature of programmed instruction. However, several districts which have repeated the program for more than one year across groups running nearly 1,000 youngsters (District 15) continue to report effective results. In other words, at the end of the 340 programmed DISTAR lessons, children who previously demonstrated inabilities in accepted reading readiness skills can make appropriate sounds for each symbol, blend sounds together to form words, discriminate and identify lower case and upper case letters, read from left to right, and read words fluently. While it should be noted that pupils are receiving a regular (tax levy supported) dose of reading in addition to the DISTAR program and control groups were not always available for comparison, the disadvantaged nonreaders are achieving those enabling skills in ESEA Title I DISTAR treatments that contribute to success in the early grades. Contact: Edward Reecks, Coordinator for ESEA Title I, Community School District 27, 90-15 Sutter Ave., Ozone Park, N. Y. 11417; and Murray Hoffman, ESEA Title I Coordinator, Community School District 15, 360 Smith St., Brooklyn, N. Y. 11231.	
NC	HB 127 GS 115	ENACTED. Establishes kindergarten programs in all county and city school administrative units. Contemplates a five-year expansion program to extend kindergarten to all children.	kindergartens
OH	HB 159	ENACTED (amended substitute). Requires school districts to offer kindergarten by Sept. 1, 1975.	kindergartens
OK	PROJECT:	Accountability through retraining of teachers. An early childhood program utilizing the DISTAR program for all primary students. Contact: John L. Martin, Superintendent, Sapulpa Public Schools, Sapulpa, Okla. 74066.	early childhood education primary teachers training
OK	PROJECT:	Tulsa County early childhood education program. An early identification program and prescriptive teaching. Contact: Dale Janda, Director, Tulsa County Schools, Court House, Tulsa, Okla. 74145.	early childhood education prescriptive
OR	HB 2031	ENACTED. Authorizes basic school support for kindergartens. State board of education to have authority over kindergartens. Allows all school districts to institute kindergartens at their own volition and deletes requirement for voter approval.	kindergartens finance
OR	HB 2323	ENACTED. Common school districts to provide kindergartens.	kindergartens
OR	HB 2455	ENACTED. Authorizes districts to offer child development specialist services. Appropriates money for reimbursement. Makes other provisions.	child development specialist finance

SPECIAL PROGRAMS

The Very Young

OR	SB 74	ENACTED. Creates, in children's services division, community coordinated child care council. Prescribes duties, functions, powers of council, district councils and division. Prescribes membership and organization of community coordinated child care council and district councils.	child care
OR	PROJECT:	Multifacet preprimary learning program. Focus of project is to individualize all instruction for incoming first graders, to allow each child to progress at his own rate through curricula with constant growth. A home-school cooperative educational program with parents to serve as resource people, classroom aides, field trip associates and assist in home-study assignments. Contact: Don Brumfield, Trent Elementary, Route 8, Box 750, Pleasant Hill, Ore. 97401.	preprimary individualized instruction parent participation
SC	H 1083	ENACTED. By Concurrent Resolution. This resolution recognizes the past success of the program and recommends that in the near future the program should be expanded to include all eligible children whose parents want them to attend kindergarten.	kindergarten primary individualized instruction
SC	PROJECT:	Early intervention begins at Lancaster's Central Elementary School with an in-depth educational assessment of first graders during the summer before they enter first grade. Instruction is adjusted to furnish skills prerequisite to reading and mathematics, based on each pupil's preschool experiences and maturity. Team teaching is used in language arts and the individualized mathematics system. Each childs reading instruction is geared to the type and pace which gives him maximum potential for success. There were 160 first graders participating during the initial year (1972-73). There are now 320 children involved and next year the program will encompass 450 as second and third graders continue this system in addition to the incoming first graders each year. Director: Gladys Robinson, P. O. Box 520, Lancaster, S. C. 29720.	team teaching language arts mathematics
TN	HB 566 SB 594 Ch. 193	ENACTED. Enacts kindergarten program law. Provides minimum standards for teachers, classes, programs and funding. Provides uses of kindergarten capital outlay funds.	kindergartens finance
TX	HB 91	ENACTED. Creates advisory commission on early childhood education.	early childhood education
TX	HB 787	ENACTED. Sets up kindergartens under the foundation school program.	kindergartens finance
TX	PROJECT:	Tyler early childhood program, Dallas ISD. Contact: Nolan Estes, Superintendent, 3700 Ross Ave., Dallas Tex. 75204.	early childhood education

SPECIAL PROGRAMS

			The Very Young
VT	STUDY:	A position paper studying early childhood education is currently being prepared by department staff and is slated for completion in January 1974. Contact: Karlene Russell, State Department of Education.	early childhood education
VA	SB 710	ENACTED. Allows the division superintendent to admit a child to school under certain conditions who has failed to have a preschool physical examination.	preschool physical examination
VA	PROJECT:	An early childhood learning center. The purpose of this project is to develop a diagnostically-based instructional program for kindergarten and primary level children in the regular classroom. A Title III project. August 1972. Division Superintendent: S. John Davis, Fairfax County School Board, 10700 Page Avenue, Fairfax, Va. 22030; Project Director: Sara A. Moretz, 3434 Campbell Drive, Alexandria, Va. 22303.	kindergarten primary diagnostic
VA	PROJECT:	DILENOWISCO preschool program. The objective of this program is to prepare rural children by the age of six to perform those tasks expected of the average child for effective learning in his first year of school. Emphasis is on cognitive skills, motor coordination, language development and social and creative living. Parent involvement. This is an attempt to establish a child-centered, home-oriented program to be delivered by means of television, parent instruction by home visitors and through a mobile preschool classroom. A Title III project. August 1972. Division Superintendent: Harley Stallard, Wise County School Board, Wise, Va. 24293. Project Director: Robert R. Byrd, DILENOWISCO Educational Cooperative, Norton, Va. 24273.	preschool parent participation home instruction television rural
VA	NOTE:	Virginia's new school formula will have an enormous impact on the establishment of kindergartens. If a school division shares in the standards of quality supplementary appropriation (only 30 do not), the entier instructional cost of establishing kindergartens will, in effect, be provided by the state. For example, if a kindergarten is established and has an average daily membership of 20, it will receive from the state 20 times $628, amounting to $12,560. And in the event the kindergarten operates on a double shift basis, it would receive double this amount. Source: Virginia Education Association.	kindergartens finance
WA	PROJECT:	Parent Educator Preschool Intervention in Olympia School District 113. Director: S.Wood. Project No. 34-111-74-461. Contact: Floyd Jackson, Supervisor of Special Education, State Department of Public Instruction.	preschool parent participation
WY	ACTIVITY:	The inclusion of kindergarten as a regular part of the public school program in all but 13 school districts. Contact: Robert G. Schrader, State Department of Education.	kindergarten

SPECIAL PROGRAMS

The Adult Community

CA	SB 44 Ch. 144	ENACTED. Would allow a school district without adequate facilities or teachers to maintain an adult school outside of the district, or to contract for instruction in another district, without securing the approval of the county and state superintendent of schools.	adult education
CA	ACTIVITY:	Adult education program. Open-entry-open-exit approach; competent instructional staff, supportive administration; excellent materials and learning environment. Contact: Thomas J. Johnson, Principal, La Puente Adult High School, 15359 E. Proctor Ave., City of Industry, Calif. 91744.	adult education
CA	ACTIVITY:	Adult education program. Open-entry, open-exit program involving large numbers of adults; individualized instruction utilizing EDL materials, both hardware and software. Contact: Joan Ririe, School Coordinator, Mid-City Adult B. E. Center, 1510 Cambria St., Los Angeles, Calif. 90017.	adult education individualized instruction
CA	ACTIVITY:	Adult education program. A variety of innovative and creative locally developed materials are in use in a variety of special projects and school settings. Some of the programs involve bilingual, bicultural education, others are purely reading instruction. This district has perhaps the most extensive program involving military personnel in the state. Contact: Judson Bradshaw, Director of Adult Education, San Diego C. C. D., 3375 Camino Del Rio S., San Diego, Calif. 92108.	adult education bilingual bicultural reading
FL	HB 1723 Ch. 73-338	ENACTED (as amendment to SB 622). Provides for continuance of community school program included in district's comprehensive education plan.	community schools
FL	SB 1293 Ch. 73-338	ENACTED (as amendment to SB 622). Provides that district school boards applying for state funds include community school programs in comprehensive education plan with priority to programs which allow for matching funds or joint matching, permitting use of private facilities, with grants not to exceed one-half of salary of community school director or $6,000 per year per school.	community schools finance
FL	SCR 231	ADOPTED. Establishes a 12-member committee to study the problems of the aging, including educational opportunities and preretirement programs.	adult education preretirement
ID	PROJECTS:	Community Schools. School size,944 - Contact: Dominic A. Iaderosa, Director, Box 246, Parma, Idaho 83667. School size, 11,500 - Contact: Russell T. Magers, Community School Coordinator, 3115 Pole Line Road, P. O. Box 1706, Pocatello, Idaho 83201. School size, 22,000 - Contact: Tom Richards, Director, 1207 Fort St., Boise, Idaho 83702.	community schools

SPECIAL PROGRAMS

The Adult Community

IL ACTIVITY:	A 20-member task force on adult and continuing education was initiated in 1973. This task force has members from public schools, community colleges, state agencies, higher education, and the state legislature. The final report of the task force addresses such items as the potential need for adult education in Illinois, cost, funding system, and the most appropriate delivery system. Contact: Wayne E. Giles, State Department of Public Instruction.	adult education finance
IL ACTIVITY:	An innovative way of funding community college adult education centers in Illinois has begun this fiscal year. This funding system is accomplished by the cooperative efforts of the office of the superintendent of public instruction and the Illinois Junior College Board. Through the use of federal and state funds, the office of the superintendent of public instruction pays the community college tuition for "economically disadvantaged" adults with less than a high school education. The adult education course offered by the community colleges and taken by the economically disadvantaged adult are reimbursed on a credit hour basis by the Illinois Junior College Board. Additional grant money is available for special projects in areas such as nonconventional methods of instruction, vocational counseling, job placement and job follow-up. By combining these three sources of funding, the community college is able to offer a total educational package to the economically disadvantaged adults residing in their respective districts. Contact: Wayne E. Giles, State Department of Public Instruction.	adult education disadvantaged finance community colleges
KS STUDY:	Proposal No. 59: Funding of Adult Education. A consideration of increased state funding of basic adult and other education programs in Kansas. Assigned to Special Committee on Special Education and Other Education Matters, State Legislature.	adult education finance
KY PROJECT:	Owensboro Drop-In Center. A typical work week for Shirley Cates might include instructing a group of unwed mothers in the importance of adequate nutrition, teaching a young homemaker to sew, discussing laundry problems with a woman who cannot read the directions on a bottle of bleach, helping women to compare the wearability of different brands of boy's shirts, teaching a group of senior citizens to make quilts, helping a housewife antique a piece of furniture, and leading a group of women in reducing exercises and in planning low calorie diets. Mrs. Cates is the home economics teacher at Homemaker's Haven in Owensboro. Sponsored by the Owensboro Board of Education and the Home Economics Division of the state department of education, Homemaker's Haven is a special project designed to provide consumer and homemaking information to adults in economically depressed areas. This is the third of its operation. The center is open	adult education home economics

SPECIAL PROGRAMS

The Adult Community

KY PROJECT: (Continued) on each day from 8:30 to 2:30 for women in the neighborhood to drop in to get help on homemaking and family living problems. It is furnished with equipment and teaching materials appropriate for the community. Individual and group instruction is provided in a relaxed, informal atmosphere. A woman who is well-known in the community has been employed as a teacher aide to assist with the work at the center and the homes in the neighborhood. Both the teacher and the aide work cooperatively with other agencies serving the community. Contact: Shirley Cates, Homemaker's Haven, Walnut Street Baptist Church, Owensboro, Ky. 43201.

MD PROJECT: A community corrections advisory committee, composed of staff members of the state department of education and chaired by the director of field services, has been working with the community corrections task force of the department of corrections in an effort to define the roles and functions of the proposed new community corrections centers and to aid in the planning of education programs for these units. Since the concept of community corrections centers is new and generally untried in Maryland, as well as elsewhere in the United States, this effort by the state department of education is considered significant. Contact: Carl N. Schroeder, Director, Office of Field Services, State Department of Education.

public offenders
community corrections
centers

MD STUDY: Study of needs for developing adult education professional training programs in Maryland.
To initiate the adult education staff development project, a survey of needs was conducted by the adult continuing education section of the division of instruction and the division of research, evaluation and information systems. The two main objectives of the study are as follows: (1) to determine the professional training needs of adult educators working in different adult training programs; (2) to determine the number and nature of adult educators currently needed and projections of such needs in the next four years. Members of the state advisory council for adult continuing education, who represent varied institutions and lay groups, identified 37 agencies to be surveyed in the study. The groups selected included adult education personnel in such institutions as public school systems, corrections, state and federal governmental agencies, vocational-technical education, libraries, hospitals, business and industry. The survey has collected such data as educational background on current personnel, types of programs in which staff is employed, training needs and projections for the next four years. Results became available in November 1973. Contact: Naomi Keiter, Adult Education Staff Development Specialist, Division of Instruction, State Department of Education.

adult education
teachers
training
needs assessment

SPECIAL PROGRAMS

		The Adult Community
MN ACTIVITY:	At the end of fiscal year 1972, only 16 school districts had been approved for community education. At the end of fiscal year 1973, 67 districts had been approved (the maximum allowable number under the Community School Act of 1971). Evaluations of 1971-73 programs indicates the following successes under this program: school and city government are working and cooperating together, many for the first time; a great concern has been shown for senior citizens in providing for their needs. Most of the communities have good human and physical resources to draw upon in development of community-school programs. Utilization of school buildings involved in community education programs has increased from about 20 per cent to about 65 per cent. Adult education programs have grown very significantly the past year and a half. The same is true of recreation programs. Contact: State Department of Education.	community schools
MN PROJECT:	Senior citizens resource program. Seeks to give meaningful experiences to retired persons who wish to donate their time and talents to school children. Volunteers have provided tutoring services as well as teaching classes in tin-can sculpture, making lingerie, knitting, lapidary and the Ojibwa language. The program hopes to provide special benefits to children who need extra individual attention by increased opportunity to form personal relationships with interested adults. An effort is made especially to recruit minority citizens as volunteers to serve as models to children and resources for cross-cultural experiences. Includes both staff and volunteers in inservice training. Planning was done by parents, students, staff and other community persons. Contact: Division of Planning and Development, State Department of Education.	senior citizens community involvement tutoring cultural personnel training
MN PROJECT:	Community/School Intercultural Program. The cooperative efforts in St. Paul of school staff and a resource committee representing various ethnic groups in the city are developing a series of intercultural education programs and experiences for parents, teachers and the community at large with special attention to intercultural conflict and resolution. Classes at Highland Park and Hazel Park junior high schools are participating. Students study ethnic neighborhoods utilizing methods such as a "scavenger hunt," which includes visiting a Jewish synagogue, touring a local black community center and the American Indian movement alternative school and having a meal at a Mexican restaurant. The project is governed by an intercultural policy committee, broadly representative of the community, providing an additional vehicle through which minorities can contribute to curriculum development in the intercultural area. Contact: Division of Planning and Development, State Department of Education.	community schools cultural

SPECIAL PROGRAMS

The Adult Community

MN	PROJECT:	Project Input. The idea that education should occur exclusively within the confines of the school is increasingly questioned. The rural community of Hoffman, Minnesota, through Project Input, extends the education of its high school junior and senior students into community facilities for children, senior citizens, and retarded adults. Students become aware of and involved in community programs as they develop one-to-one relationships with persons in the Hoffman Elementary School, a day activity center for the retarded, and a nursing home. The program is designed to enhance education and to increase community involvement by making students aware of social needs through direct experience. Hopefully, students will recognize the significant contribution they are making and continue their service activities after course requirements are fulfilled. Contact: Division of Planning and Development, State Department of Education.	community schools students services
NB	PROJECT:	Implementation of community learning school model in Lincoln public schools, East High School. School is divided into learning communities of 240-300 students and 12-15 teachers representing all subject areas. The project hopes to create a functioning school/community interaction pattern by using adults in the local community as participants and resources in instruction, by involving parents in helping solve school problems and evaluate school programs, and by using the community as an extension of the school activity, sending students into the community to observe, and when possible, to participate in local affairs. A Title III project. Contact: State Department of Education.	community schools
NJ	ACTIVITY:	Teacher-coordinators of the consumer and homemaking program for out-of-school youth and adults cooperate with the A.B.E., G.E.D., and E.S.L. teachers in providing educational learnings in nutrition, family life, child development and consumer education. In addition, specific programs, covering the above topics, are implemented in community centers to serve disadvantaged adults. Contact: C. Kahn, Director, Adult Education, Passaic County Vocational School, 45 Reinhardt Road, Wayne, N. J. 07470.	adult education dropouts disadvantaged consumer education homemaking
NJ	PROJECT:	Adult vocational-technical education. In one year from 1972-73 to 1973-74, increased one-third in funding and enrollments. Contact: Robert Jacoby, Adult Vocational Education, Division of Vocational Education, State Department of Education.	adult education vocational
NY	A 8130 Ch. 822	ENACTED. A sum of $1.5 million is appropriated to the education department to provide literacy and basic education for public assistance recipients and out-of-school youth.	adult education disadvantaged dropouts

SPECIAL PROGRAMS

			The Adult Community
NY	ACTIVITY:	Ganada New Community. Personnel of the division of educational facilities planning have worked closely with the developers and representatives of the newly formed Ganada School District in the development of plans for a community center, which would include an elementary school as well as community-related functions. The Ganada community is one of several completely new communities being constructed throughout the nation and through enabling legislation a new school district coterminous with the community has been created. A total of 60,000 residents is anticipated. However, the initial design has centered on provisions of one of several community subcenters which, in turn, will be served by a regional center. Contact: C. Stanton Baltzel, Assistant Director, Educational Facilities Planning, State Education Department.	community schools
TX	HB 147	ENACTED. Relates to supplemental aid programs for adult education.	adult education finance
TX	PROJECT:	Community-Based Right to Read/Adult Education Library Project. Contact: Division of Extension, University of Texas at Austin.	community schools reading
VA	HJR 251	ADOPTED. Directs the Virginia Advisory Legislative Council to study public school adult education needs. Contact: Robert W. Bendall, staff attorney, Division of Legislative Services, State Capitol, P. O. Box 3AG, Richmond, Va. 23208.	adult education
WA	HB 359 Ch. 138	ENACTED. Provides authorization for community schools through school districts.	community schools
WA	SB 2163 Ch. 105	ENACTED. Authorizes community college predischarge programs ([illegible]EP) at all military installations.	predischarge programs community colleges
WA	PROJECT:	Interdistrict cooperation. Contact: Elmer Clausen, Director, Adult Education and Community Schools, State Department of Public Instruction.	adult education community schools

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1973 SURVEY OF THE STATES
QUESTIONNAIRE

APPENDIX B

Survey of the States | 1973 EDUCATION LEGISLATION | SECTION I

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MAIL ______________________________
RETURN ______________________________

Please address your questions about this survey to Doris M. Ross, Department of Research and Information Services.

INSTRUCTIONS The descriptions of legislation on both sides of the attached pages have been Xeroxed from ECS file cards. We have filled in the boxes above each description with the information we have on hand. Please add the missing information for each description, using the example below as a guide. If your organization publishes an education legislation summary, a copy of that document with appropriate notations (see example) will serve in lieu of filling out the legislation part (SECTIONS I & Ia) of this survey. If you send us a summary, please return all of SECTION I with it, along with your responses to SECTIONS II & III.

EXAMPLE

ECS Research and Information Services

STATE	BILL NO.	STATUTE NO.	YR.	E	F	V	C	OTHER	ACTIVITY	INDEX
CO	SB 34		73							teachers tenure dismissal

DESCRIPTION: Concerning the re-employment of teaching personnel -- not entitled to tenure status after 7/1/73. Provides for: hiring of noncertificated personnel during a work stoppage, individual negotiations for teacher contracts, dismissal procedures, and loss of tenure for those participating in a work stoppage.

EXPLANATION OF BOX HEADINGS IN ABOVE EXAMPLE

STATUTE NO. Please fill in this box with correct statute number of bill (if it was enacted), if that statute number is available to you.

E means ENACTED. Please check this box if bill was enacted, or if resolution, memorial or initiative was adopted.

F means FAILED. Please check this box if bill failed on house or senate floor, in committee, or if bill died as a result of incomplete action and will *not* be carried over to next year under the same bill number.

V means VETOED. Please check this box if *total* bill was vetoed by the governor.

C means CARRYOVER. Please check this box if bill will be carried over to next year under the same bill number. Do *not* use this box for bills which will be reintroduced next year under another number.

OTHER means any other disposition of the bill. Please fill in with appropriate word.

ACTIVITY - INDEX. Ignore these; they are for inhouse use only.

DESCRIPTION. The bill descriptions on the following pages are necessarily brief. However, if you feel any of the inadequate, or if the words PLEASE EXPAND appear at the end of a description, we would appreciate your addition of corrected information.

Survey of the States 1973 EDUCATION LEGISLATION SECTION I
EDUCATION COMMISSION OF THE STATES, 1860 Lincoln, #300, Denver, CO 80203, (303) 893-5200
See Instructions. See both sides of this page.
Address questions to Doris M. Ross, Department of Research and Information Services

ECS Research and Information Services

STATE	BILL NO.	STATUTE NO.	YR.	E	F	V	C	OTHER	ACTIVITY	INDEX
ME	LD 442		73							school boards teachers

DESCRIPTION:

Provides that no member of a board of school directors or school committee or spouse shall be employed as a public school teacher.

ECS Research and Information Services

STATE	BILL NO.	STATUTE NO.	YR.	E	F	V	C	OTHER	ACTIVITY	INDEX
ME	LD 513		73							finance counselors

DESCRIPTION:

An Act providing funds for elementary school guidance counselors.

ECS Research and Information Services

STATE	BILL NO.	STATUTE NO.	YR.	E	F	V	C	OTHER	ACTIVITY	INDEX
ME	LD 549		73							special educ.

DESCRIPTION:

An Act appropriating funds to educate and rehabilitate persons handicapped by severe losses of hearing and speech impairments.

ECS Research and Information Services

STATE	BILL NO.	STATUTE NO.	YR.	E	F	V	C	OTHER	ACTIVITY	INDEX
ME	LD 665		73							curriculum drug educ. governance

DESCRIPTION:

An Act to Reestablish the Maine Commission on Drug Abuse. Under Department of Health and Welfare - Commissioner of Educational and Cultural Services a member of the Commission.

Survey of the States 1973 EDUCATION LEGISLATION SECTION Ia

EDUCATION COMMISSION OF THE STATES, 1860 Lincoln, #300, Denver, CO 80203, (303) 893-5200

Use both sides of this page, and additional pages if necessary, to list your additions to the descriptions of legislation on preceding pages (see instructions for SECTION I). Address questions to Doris M. Ross, Department of Research and Information Services.

BILL NO. & DESCRIPTION	STATUTE	E	F	V	C	OTHER

Survey of the States 1973 EDUCATION ACTIVITIES & PROJECTS SECTION II

EDUCATION COMMISSION OF THE STATES, 1860 Lincoln, #300, Denver, CO 80203, (303) 893-5200

NAME OF RESPONDENT: ______________________

TITLE: ______________________

TELEPHONE: ______________________

For inhouse use only

STATE ________

ORG. ________

MAIL ________

RETURN ________

Please address your questions about this survey to Doris M. Ross, Department of Research and Information Services.

INSTRUCTIONS: Please write below and on both sides of succeeding pages a short description of significant and/or innovative education activities and projects in your state, noting the name and address of a resource person to contact for more information on each activity or project.

DESCRIPTION OF EDUCATION ACTIVITY OR PROJECT	NAME AND ADDRESS OF RESOURCE PERSON

Survey of the States 1973 EDUCATION STUDIES SECTION III

EDUCATION COMMISSION OF THE STATES, 1860 Lincoln, #300, Denver, CO 80203,(303) 893-5200

NAME OF RESPONDENT: ______________________

TITLE: ______________________

TELEPHONE: ______________________

For inhouse use only

STATE ________

ORG. ________

MAIL ________

RETURN ________

Please address your questions about this survey to Doris M. Ross, Department of Research and Information Services.

INSTRUCTIONS: Please write below and on both sides of succeeding pages a short description of significant education studies initiated and/or being conducted in 1973. Include the name of the committee, commission, board, council, etc. performing each study, and the name and address of a resource person to contact for more information on each study.

DESCRIPTION OF STUDY	NAME AND ADDRESS OF RESOURCE PERSON

#4-1974

EVALUATION

Research Brief Series
State Education Legislation and Activity

Please fill in and return this form to Education Commission of the States, 1860 Lincoln, Suite 300, Denver, Colorado 80203; Attention: Doris M. Ross.

1. Do you find this collection of information on state education legislation and activity useful? Yes_____ No_____

   a. If yes, how? Check appropriate items.

   ____(1) As a lead to legislation and activity in which I have an interest.

   ____(2) As an indication of trends in state education programs.

   ____(3) As a listing of state education resource persons and agencies.

   ____(4) Other. Explain:______________________________

   b. If no, why?______________________________

2. Should ECS, next year, again list failed, vetoed and carryover legislation in this series? Yes_____ No_____

   a. Why, or why not?______________________________

3. Please list your suggestions for improving our yearly series on state education legislation and activity:

THANK YOU!

Your name______________________________

Title______________________________

Organization______________________________ State:______________

#4-1974

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STATE ABBREVIATIONS

AL	Alabama
AK	Alaska
AZ	Arizona
AR	Arkansas
CA	California
CO	Colorado
CT	Connecticut
DE	Delaware
FL	Florida
GA	Georgia
HI	Hawaii
ID	Idaho
IL	Illinois
IN	Indiana
IA	Iowa
KS	Kansas
KY	Kentucky
LA	Louisiana
ME	Maine
MD	Maryland
MA	Massachusetts
MI	Michigan
MN	Minnesota
MS	Mississippi
MO	Missouri
MT	Montana
NB	Nebraska
NV	Nevada
NH	New Hampshire
NJ	New Jersey
NM	New Mexico
NY	New York
NC	North Carolina
ND	North Dakota
OH	Ohio
OK	Oklahoma
OR	Oregon
PA	Pennsylvania
RI	Rhode Island
SC	South Carolina
SD	South Dakota
TN	Tennessee
TX	Texas
UT	Utah
VT	Vermont
VA	Virginia
WA	Washington
WV	West Virginia
WI	Wisconsin
WY	Wyoming

Education Commission of the States

The Education Commission of the States is a nonprofit organization formed by interstate compact in 1966. Forty-seven states and territories are now members. Its goal is to further a working relationship among state governors, legislators and educators for the improvement of education. The Commission offices are located at 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203.